UNDERSTANDING THE BATTERERS' PERSPECTIVE THROUGH THE APPLICATION OF AFFECT CONTROL THEORY

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DEDICATION

I would like to dedicate this work to my grandparents: Nancy Gomez; Tom and Lenora Lockett, who all believed and knew the importance of education and dreamed that their children and grandchildren would strive for excellence through education.

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ABSTRACT
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The purpose of this study was to determine if participants in batterers' intervention and prevention programs (BIPPs) experience a change in affect by applying the theoretical framework of affect control theory. The study also examined how participants who attending BIPPs self-identified, in particular if they self-chose a stigmatized identity as a batterer or abusive. Data were collected at two different time points using an instrument designed for this study. At Time 1 participants had attended between zero to nine weeks of BIPP group sessions and at Time 2, participants had attended 18 weeks or more of BIPP group sessions. A total of 43 male BIPP's participants attending the programs at three different locations in the southwest United States participated in the study at Time 1 and Time 2. The study used quantitative and qualitative research methods. The quantitative analysis used affect control theory's INTERACT software program. Participants completed the instrument about their perspectives on intimate partner violence.

Participants did not experience a statistically significant change in affect while attending the BIPPs. However, the participants' open-ended responses appeared to illustrate a change in the participants' sentiments towards their partners from Time 1 to Time 2. Participants also appeared to maintain their self-chosen identities from Time 1 to Time 2.

Affect control theory's software program, INTERACT, provided mixed results in predicting participants' emotions and behaviors from Time 1 to Time 2. INTERACT was able to predict emotions consistently at Time 1, however at Time 2, INTERACT did not accurately predict emotions. INTERACT also had some trouble in predicting behaviors at both Time 1 and Time 2. Despite the mixed findings using INTERACT, affect control theory did provide the means to measure an affective change among the participants, to measure if they identified with a stigmatized identity, and the means to numerically quantify the results of the qualitative analyses.

TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Intimate partner violence (IPV) is a significant problem within the United States. Although IPV has been classified as a social problem for more than forty years, the research surrounding this issue consistently concentrates on female victims/survivors. In order to understand the extent of this issue both the abuser and the victim/survivor need to be studied.

Ending violence against women has been a major concern since the women's movement and the battered women's movement brought this social problem to light during the late 1960s and early 1970s. According to Tjaden and Thoenes (2000), it is estimated that 1.3 million women are physically assaulted by their intimate partners annually in the United States. Intimate partner violence has been defined as intimate relationships involving current or former spouses, boyfriends, or girlfriends, persons who are cohabiting, and individuals in same-sex relationships (Rennison and Welchans 2000). Intimate partner violence can occur as a onetime incident; however, research indicates that IPV is often a systematic pattern of abuse (Adams and Cayouette 2002; National Center for Injury Prevention and Control 2003). Research from the National Violence Against Women Survey suggest that nearly 25 percent of women who are 18

years and older will experience some type of IPV during their lifetime (Tjaden and Thoennes 2000).

The idea that IPV is someone else's problem and a private issue still prevails despite numerous campaigns informing the public about the ills of IPV. Various studies illustrate the impact of IPV at societal level. According to the Allstate Foundation National Poll on Domestic Violence (2006), three out of four Americans knew of someone who is or has been a victim of domestic violence. The Centers for Disease Control and Prevention estimated that the health-related (direct medical care and mental health services) cost of IPV exceeds $5.8 billion per year and the loss of productivity (wages and household chores) was $1.8 billion per year (Max, Rice, Finkelstein, Bardwell, Leadbetter 2004; National Center for Injury and Prevention and Control 2003). This clearly illustrates that IPV is not a private issue but affects the whole of society either directly or indirectly.

It has been estimated there are at least 1,500 battering intervention programs in the United States (Adams 2003) and this number continues to grow. Battering intervention programs have been designed to educate abusers about the effects of abuse and to teach them to be accountable for their abuse. It is estimated that 80 percent of participants in the battering intervention programs are referred by probation officers or are court mandated to attend the battering intervention program (Healey, Smith, O'Sullivan 1998). Despite the fact that

battering intervention programs have been in existence for over 25 years and the numbers of new programs continue to increase, the research surrounding these programs tends to focus on recidivism rates, as opposed to understanding the abuser's perspective.

Researchers examining the effectiveness of battering intervention programs have come to a consensus that there is no widespread agreement about the efficacy of the battering intervention programs as completion and recidivism rates vary greatly (Adams and Cayouette 2002; Lindsey, McBride, and Platt 1993). In addition, methodological problems exist with previous research studies. The methodological problems include issues such as how completers and non-completers attending the battering intervention programs are defined, operational issues with the way violence has been defined, a significant focus on participants who fall within the lower socioeconomic status, which battering intervention program curriculum is being measured, how recidivism rates are being measured, and adjustments to the way data were being collected during the studies (Buchbinder and Zvi 2008; Carden 1994; Carney, Buttell, and Muldoon 2006; Cissner and Puffett 2006; Enosh 2008; Gondolf 2000, 2002; Labriola, Rempel and Davis 2008; MPD 2008). In addition, studies have often neglected to include any theoretical framework(s) when measuring effectiveness and recidivism rates (Babcock, Canady, Graham, and Schart 2004; Denzin 1984; Schmidt,

Kolodinsky, Carsten, Schmidt, Larson, MacLachlan 2007; Smith 2007; Stuart, Temple, and Moore 2007).

The lack of a theoretical framework for analyzing a battering intervention program is a significant concern. Affect control theory (ACT) can provide a theoretical framework for an analysis of the batterers' perspective which allows researchers to predict the emotions, the behaviors of the batterer, and determine whether there is a change in affect in the batterer during interactions with their partner. Affect control theory is a social psychological theory which proposes that people will guide themselves in social interactions so that their immediate feelings about people, settings, and behaviors continue to represent long standing sentiments. If their actions are not "working" within the situation then their interpretation of the situation will change (Heise 2002, 2007). Applying ACT to a battering intervention program may allow researchers to measure the discrepancy that occurs between the expectations actors have about the way interactions with their partners should occur and the way their interactions are actually occurring. This would be beneficial because it could potentially lead to the development of an assessment tool that, among other things, may help determine which battering intervention program is more beneficial for the batterer.

Research Problem

Battering intervention programs continue to increase in number (Adams 2003) despite the lack of research from the perspective of the participants in the program. The use of recidivism rates as a way to measure the effectiveness of battering intervention programs do not effectively explain whether or not there is a change in the participants attending the program. The purpose of this dissertation is to examine the batterers' perspective on battering intervention program by applying the theoretical framework of ACT. This will be accomplished by administering instruments to a sample of participants at two points while they are attending a battering intervention program. Affect control theory will be used to determine whether an affective shift occurs within participants while they are attending the program. The research will measure the discrepancy between the expectations abusers have about how their interactions should occur with their intimate partners versus the way abusers perceive their actual interactions with their intimate partners. In addition, this study will examine how participants self-identify within battering intervention programs, within their intimate relationships, and within their social interactions of non-intimates.

The researcher understands that females may also be abusers. However, for the purpose of this dissertation abusers/batterers will be considered males unless otherwise stated. Also for the purpose of this dissertation, the words

abuser and batterer will be used inter-changeably, as this is a common approach throughout the literature.

Setting

Data used in this study were collected from three domestic violence agencies locations two located in North Texas and one located in South Texas. These agencies were selected due to availability, time, and financial constraints. Each Batterer Intervention and Prevention Program (BIPP) chosen is an accredited program through the Texas Department of Criminal Justice-Criminal Justice Assistance Division (TDCJ-CJAD). The domestic violence agencies currently use a cognitive-behavioral battering intervention program based upon the Duluth model. The specific purpose of the BIPP is to protect the victim. Thus, participants in the BIPP are given tools to develop empathy towards their partners and are held accountable for their abusive actions.

The BIPP consists of a group orientation which takes place twice a month, an individual initial intake, depending on the program, group sessions ranging from 24 weeks to 27 weeks the State of Texas requires that battering intervention programs are a minimum of 18 weeks in length (Texas Council on Family Violence 2009), and an individual exit interview. Depending on the BIPP group, participants are charged $35.00 to $50.00 to attend orientation. The charge for the intake session, each group session (one group session for two hours), and exit interview range from $30.00- $40.00. The BIPP for this study covers nine topics

(non-violence, non-threatening behavior, respect, trust and support, accountability, sexual respect, partnership, negotiation and fairness, and parenting). Participants are referred to these BIPPs through several different channels: 65 percent are referred from probation, 10 percent to 15 percent are referred from child protective services; 15 percent are referred from parole and 5 percent voluntarily attend the program (Howard 2010; Vinson-O'Neal 2011). The BIPP group sessions are open; therefore, participants are able to enter the group at any time. Each group can hold a maximum of twelve to fifteen participants. Eighty-five percent of the BIPP's participants complete the program successfully (Howard 2010; Vinson-O'Neal 2011). A completer is a participant who has attended orientation, had an intake, completed all 24 or 27 group sessions (depending on the BIPP), and had an exit interview (Howard 2010; Vinson-O'Neal 2011; Williams 2012).

A participant who has completed nine weeks of the required 24 or 27 weeks of group sessions is considered to be in the beginning stages of their group sessions. Participants who are ten to twelve weeks into the program typically start to view themselves as group members (Howard 2010; Vinson-O'Neal 2011; Williams 2012). Therefore, participants who are ten to nineteen weeks into the program are considered mid-way through the program. Participants who are twenty weeks and further are viewed as close to ending the program.

Significance of the Study

This research may contribute to the social psychological literature on ACT in two ways. First, this study may expand the use of ACT in predicting behaviors and emotions by providing empirical evidence from batterers who participate in the battering intervention programs. Second, this may study expand our understanding of the way persons with stigmatized identities self-identify.

This research may contribute to the literature on battering intervention programs in three ways. First, this study expands the literature on battering intervention programs by providing empirical evidence of batterers' perceptions concerning the battering intervention programs and IPV. Second, this study will address the lack of theoretical frameworks by applying ACT to analyze the batterers' perspective about the battering intervention programs and IPV. Third, this study can provide another tool to use to measure the effectiveness of the battering intervention programs and potentially provide a preliminary assessment tool that may assist in assigning batterers to the appropriate battering intervention programs. The assessment would be based on the discrepancies between the established fundamental sentiments, which is the established stable component of feelings, and the transient impressions which is the actually feelings at a given moment (Heise 1987). The implication is that shorter programs may be more successful for batterers who have smaller discrepancies versus those batterers who have large discrepancies.

Plan of Work

This dissertation is arranged into six chapters. The first chapter provides a brief introduction to ACT, BIPP, the research problem, setting, significance of the study, and plan of work. Chapter two provides a review of the literature for both ACT and BIPP. Chapter three describes the methodology for this dissertation. Chapter four provides details of the quantitative analyses and the study's findings. Chapter five provides detail findings of the qualitative analyses. Chapter 6 concludes the study with a discussion of the study's findings, implications for ACT, BIPPs, and future research.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter contains six sections. The first section provides an overview of battering intervention programs. This is followed by a review of theoretical perspectives on intimate partner violence. The third section reviews studies that focus on batterers. The fourth section reviews literature on emotional changes. The fifth section presents an overview of affect control theory. The chapter concludes with a review of research on affect control theory.

Battering Intervention Programs

Domestic violence advocates' primary goal is the elimination of violence toward women and children while maintaining safety for the victims of IPV. The safety issues for women and children were addressed through the creation of safe houses/shelters to provide a safe place for the victims to stay while often providing them with resources and education about IPV. However, this is only focusing on one side of the issue—the victim/survivor. In order to eliminate violence the perpetrators of these crimes must be confronted about the violence toward their partners and re-educated on how to interact non-violently with their intimate partners. The first battering intervention programs were created in the

late 1970s/early 1980s with the goals of safety for the victim and re-education for the batterer.

A handful of early battering intervention programs have served as models designed to help stop violence against women: *EMERGE*, *AMEND* (Abusive Men Exploring New Directions), *RAVEN* (Rape and Violence End Now), and the Domestic Abuse Intervention Project's (DAIP) *Duluth Model*. These programs may differ in several areas but they have one main common priority which is the safety for victims and for abusers to take accountability and responsibility for their violent actions.

EMERGE was established as one of the first male group counseling programs in 1977 (Adams and Cayouette 2002; Bullock 1997). One of EMERGE's philosophical principles is that battering is not limited to physical violence only but includes sexual, psychological, and economic maltreatment (Adams and Cayouette 2002). EMERGE believes that battering behavior is learned through societal messages about gender roles and how violence is used to resolve conflict. The main premise for EMERGE is that batterers/abusers must accept and take full responsibility for their violent behaviors. In order for batterers to begin this process of change, there must be internal motivation in order to change. Thus, through this idea of "internal motivation" EMERGE's intervention program is based on collaboration between group facilitators and clients. In working together they are able to establish goals and to illustrate to

abusers that they must take accountability and responsibility for their abusive and violent actions. It is through a minimum of 40 group sessions where abusers learn about the dynamics surrounding IPV and different techniques to help change their abusive and violent behavior. EMERGE advocates for longer term intervention programs and believes that it is a long-term process to eliminate IPV.

AMEND was also created in 1977 with the goal "To end men's violence against women and eventually, all violence" (Lindsey et al. 1993: vii). AMEND believes there are two societal factors that contribute to men's violence: (1) the belief that men have the right to use aggression or violence in order to prevent conflict and to protect family, self, and property, and (2) that most men have not been given the tools to resolve conflict without resorting to coercion and/or violence. AMEND's group therapy sessions allow men to explore other emotional feelings besides anger. Often anger is not the real emotion they are feeling but because they have not been taught to express sadness, hurt, shame, etc. the emotion comes out as anger (Lindsey et al. 1993).

AMEND takes a multi-modal approach towards their battering intervention programs. This multi-modal approach uses behavioral and therapeutic components in order to help batters recognize and change their violent and abusive actions. The behavioral component provides new tools for batterers to interact with their partners using non-violent behaviors. In order to reinforce this non-violent behavior, participants practice these techniques with each other during the group sessions.

AMEND's other component is the incorporation of group, individual, couples therapy, or family therapy, and alcohol/drug abuse therapy. Group therapy culture provides the abuser with a sense of understanding the impact of violence and abuse within society and provides an environment where men not only practice new behavioral techniques but challenge each other about their abusive actions (Lindsey et al. 1993). Individual therapy within AMEND's program has been designed to assess whether or not an abuser is appropriate for group therapy. AMEND's therapists recognize that individual therapy may provide an opportunity for the abuser to continue to deny and minimize their violence (Lindsey et al. 1993); however, therapists take the necessary time and steps in order to get the abuser ready for the group therapy. Couples and family therapy are very controversial areas within domestic violence. AMEND does practice couples and/or family therapy; however, it does not begin until abusers understand the dynamics surrounding IPV, accept and take responsibility for their abusive actions, and practice non-violent behaviors. Therefore, couple/family therapy may not start until well after five to six months of the initial group therapy sessions, as this is usually the time it takes for an abuser to accept responsibility for their actions (Lindsey et al. 1993). As with Emerge, AMEND views longer term group sessions for battering intervention programs to be successful for the maintenance of non-violent behaviors for batterers.

AMEND also advocates for a coordinated community effort in eliminating IPV. The coordinated community effort consists of the criminal justice system as well as domestic violence agencies. The inclusion of the criminal justice system is to ensure that from the police officers to the prosecutors to the judges to the probation officers, the proper sentencing and monitoring of abusers take place in order to protect victims (Lindsey et al. 1993). Domestic violence agencies ensure that victims receive services and the proper resources in order for them to find safety. AMEND believes that empowerment and containment can involve the whole community and it is through this liaison-building among agencies that preventing IPV can occur (Lindsey et al. 1993).

RAVEN was created in the mid-1970s, with the premise ". . . that if men were to stop being violent it would be because men were stopping it." (RAVEN STL). RAVEN is based on the Duluth Model and firmly believes in the feminist premise that males have been allowed to continue their violence due to being raised in a patriarchal society. RAVEN's battering intervention program is 48 weeks and follows a group session format. In the groups, men are practice non-violent interactions during the group sessions (RAVEN STL). The program covers the following topics throughout the 48 weeks: denial, gender, non-violence planning, recognizing feelings, and non-violent parenting (RAVEN STL). RAVEN also believes that in order to eliminate IPV it takes a coordinated community effort, which also involves the criminal justice system and domestic

violence agencies. The program also believes in order to alleviate IPV battering intervention programs must be long term.

The most widely used and most recognizable battering intervention program model is the Duluth Model. The Duluth model was developed by the Domestic Abuse Intervention Project (DAIP) in Duluth, Minnesota in 1981 (Pence and Shepard 1999; Pence and Paymar 1993). The DAIP developed an educational-cognitive behavioral therapy curriculum, which like EMERGE, AMEND, and RAVEN, educates abusers to understand domestic violence and to take responsibility and accept accountability for their abusive actions/interactions with their partners. Along with the development of the educational curriculum, another essential part of DAIP is a coordinated community response which consists of coordinated efforts from local legal agencies, local police departments, and local domestic violence agencies to provide a societal effort to tackle the problem of IPV. DAIP is the umbrella agency that works with other agencies and police departments to coordinate services for victims (i.e., safety, protection) and abusers (i.e., probation, battering intervention programs).

The Duluth Model is based on the feminist theory premise that males raised in a patriarchal society have the belief that they have legitimate control over their female partners (Pence and Shepard 1999). In its feminist approach, DAIP created its educational curriculum by focusing on the viewpoints and validating the experiences of women and children who have been exposed to IPV

(Pence and Paymar 1993). The Duluth Model focuses on the issue of power and control, how abusive and violent behaviors are harmful to their victims, and how to change perpetrators' behavior, while ensuring that they take responsibility and accountability for their abusive actions.

The curriculum for the Duluth Model utilizes the Power and Control Wheel in order to illustrate (see Appendix D) the tactics which batterers use in order to maintain control of their partners (Pence and Paymar 1993). The model has eight themes it addresses during the 24 weeks of group sessions: nonviolence, nonthreatening behavior, respect, trust and support, honesty and accountability, sexual respect, partnership, and negotiation and fairness. The group is structured so that participants create an action plan to help them change their controlling and abusive behaviors (Pence and Paymar 1993). The action plan consists of concrete and achievable goals and the specific steps they can take in order to achieve their goals (Pence and Paymar 1993). At the core of the curriculum is the process whereby all the participants are encouraged to reflect on their past and current behaviors and the changes they have made and continue to make (Pence and Paymar 1993). The basic framework of the model has been kept over time but the implementation of the application is subject to change depending on the circumstances and as the curriculum is updated.

Although these battering intervention programs may differ on the basis of their theories, mandated length of time of attendance, and group/individual

session formats, all of these programs do believe that batterers can change their violent and abusive behaviors.

Theoretical Perspectives on Intimate Partner Violence

There are five theoretical perspectives which are typically used when explaining why individuals are abusive towards their intimate partners. These theoretical perspectives have been divided into two areas—Individualistic and Structural. The individualistic perspectives include psychological theories and Social Learning. The Structural perspectives include sociological theories, Family Systems Theory, and the feminist perspective.

Psychological theories frame IPV as biological, psychological, intra-psychic, and individual abnormalities which cause men to be violent towards their partners (Barnett, Miller-Perrin, and Perrin 2005; Stordeur and Stille 1989). In using this framework, many psychological problems have been cited as reasons for IPV: anger, hostility, personality disorder, lack of empathy, low self-esteem, trauma, addiction, and other psychiatric disorders (Barnett, Miller-Perrin, Perrin 2005; Stordeur and Stille 1989). Theories using individual psychopathology suggest that violence is beyond the individual's control. A criticism of utilizing psychological theories in explaining IPV is the tendency to reinforce batterers' own defenses and denial of the abuse, while at the same time allowing them to minimize or deny personal responsibility for the abuse (Barnett et al. 2005).

Social learning theory argues that behavior is learned. Bandura (1977) emphasizes that one aspect of social learning theory is modeling, in which an individual models the behavior of another person. Individuals are able to learn complex behavior and the consequences and/or results from observing and modeling the behaviors of others (Bandura 1977). The observation and modeling of behavior provides a guide for future interactions. Thus, children who observe violent interactions between intimate partners understand that violence can be used in order to reduce stress and to get results. Children began to model this behavior, either taking on the role of the perpetrator or the victim. This reinforces the idea that IPV is a learned behavior and a method to elicited responses wanted by the batterer. Stordeur and Stille (1989) state "This sudden transition from unpleasant tension to relaxation and a sense of physical well-being reinforces the tendency to use violence in the future as a tension-reduction mechanism" (p. 29). Many battering intervention programs have been created using social learning theory, on the rationale that since violence is a learned behavior the behavior can be unlearned. Social learning theory has been criticized for being too narrow in its perspective about abusive behavior and not recognizing the function of power and control men have over women as individuals but also as a class (Adams and Cayouette 2002; Pence and Shepard 1999). This critique applies structural ideas towards an individualistic perspective; it is the influence of the society which affects the actions of the individual. The values which are embedded in social

institutions are also transferred to the individual. Therefore, males growing up in a patriarchal society understand that they have power within the social institutions which trickles down to the micro-level.

Sociological theories approach IPV from a structural perspective. Social institutions are based on hierarchical principles, gaining power and control is crucial within this hierarchy, which is the structure of patriarchal societies. Since society is constructed of social institutions, these hierarchal principles are seen as a natural process even within intimate relationships. Thus, persons within hierarchal societies have been socialized to believe that dominance over others is natural, to place value on power and accept that control, abuse, and violence are acceptable in order to gain power (Pence and Paymar 1993). Intimate partner violence occurs because of the hierarchal nature of social structures, in which men are viewed as the dominant group and women are viewed as subordinate to men. It is not only this hierarchal structure within society that contributes to IPV but also the stressors of societal norms, values, and morés; in addition to the way individuals have been socialized (Barnett et al. 2005; Stordeur and Stille 1989; Shupe, Stacey, and Hazelwood 1987; Gelles and Straus 1998). Sociological theories have been criticized in explaining IPV for their focus on societal structure, the "culture of violence," and socialization. While these perspectives may provide an explanation for violence these perspectives have been criticized

for not accounting for why some persons are violent and others are not and for removing the individual from their individual responsibility for IPV.

Family system theory takes the approach that partner violence occurs due to the dysfunction of the family. Violence within these dysfunctional relationships is only one aspect of the dysfunction. The family is viewed as a system and each member of the family works together in order to create a homeostatic mechanism maintaining the equilibrium within the family even if the operation of the system is dysfunctional (Stordeur and Stille 1989; Whitchurch and Constantine 1993; Bograd 1984). Therefore, IPV is not viewed as the sole responsibility of the abuser but all persons within the family contribute to the IPV. Family system theory has been criticized for blaming the victim for the abuse and suggesting that the victim has the same role as the batterer and is able to control their partners' actions (Whitchurch and Constantine 1993; Bograd 1984). Therefore, if the victim is able to change their behavior then the abuse would stop, thus excusing the abusive partner's behavior. Systems theories also fail to take into account the issue of power and control within the family and how men, the dominant group in society, have significant access to resources (Bograd 1984). The ability to have access to resources has allowed males to continue the control of the family. This critique is at odds with one of the core assumptions of general systems theory, *that the system is based on the whole system and not the individual components of the system (i.e., husband, wife, and siblings)*

(Whitchurch and Constantine 1993). There are two schools of thought within general systems theory. The school of thought that upholds this assumption would disagree with critiquing individual components of the family system. It is seen as an epistemic error because the family system would need to be examined as a whole system and the focus would be on the role violence plays in order to maintain the equilibrium of this family system. The second school of thought would agree with examining individual components of the family system. The rationale is that due to the increasing *importance* of the individual component, the individual component's behavior now affects the system as a whole and the question becomes how does this *importance* become integrated into the family system (Whitchurch and Constantine 1993). Consequently, the importance placed on males within a patriarchal society would lead to understanding that the male role within a family experiencing domestic violence would affect the family system as a whole.

General systems theory emphasizes and observes the interconnectedness of systems, how each of these systems affects each other, the hierarchy within the systems, and that the systems must be observed within the environments in which they are found (Whitchurch and Constantine 1993). Therefore, the family system is situated within a patriarchal and hierarchal society and thus the family system would need to be studied that way. Consequently, understanding that males are located at the apex in a patriarchal society contributes to the magnitude of power

and control they have within the systems. This is reflected in the way the family system is also structured.

Feminist theory's premise is that males raised in a patriarchal society have the belief that they have legitimate control over their female partners (Pence and Shepard 1999). In a larger context feminist theory examines the methods men use in order to oppress and subjugate women. Thus, the patriarchal social structure not only condones and reinforces violence against women but provides an avenue in which men can continue their violence against women due to few or no consequences for this behavior. Feminist theory believes that IPV will not end until societies who privilege men over women have dismantled the ideology of patriarchy. A criticism of this theory is its focus on sociocultural factors such as patriarchal societies (Healey et al. 1998). This focus on patriarchal societies would suggest that all males growing up in this type of society would become an abuser and does not account for the violence that men perpetrate against other males.

Batterers' Perspectives

Although, battering intervention programs have been in existence for over 25 years, limited research has been conducted on the perspective of participants in these programs. Studies of perpetrators of IPV tend to utilize recidivism rates to measure the effectiveness of these programs.

Research on the batterers' perspectives about the BIPPs and IPV tend to focus on the following themes: lack of accountability and responsibility, denial and/or minimization of violence, victim blaming, how batterers have changed since taking the classes, and which techniques they typically use in order to maintain violent-free partner interactions (Hamberger 1997; Craig, Robyak, Torosian and Hammer 2006; Rosenberg 2003; Scott and Wolfe 2000; Chovanec 2008; Buchbinder and Eisikovits 2008; Stamp and Sabourin 1995; Denzin 1984; Reitz 1999; Smith 2007; Gondolf and Hanneken 1987; Silvergleid and Mankowski 2006; Holtzworth-Munroe 2000; Goodrum, Umberson, Anderson 2001). A majority of these studies indicated that participants often denied or minimized their abusive behavior and stated that the victim was also at fault (Hamberger 1997; Craig et al. 2006; Rosenberg 2003; Scott and Wolfe 2000; Chovanec 2008; Buchbinder and Eisikovits 2008; Stamp and Sabourin 1995; Denzin 1984; Reitz 1999; Smith 2007, Goodrum et al. 2001). Participants indicated that after attending BIPPs their attitudes toward their female partners changed, their sexist attitudes toward women started to diminish, and they no longer viewed their female partners as objects (Hamberger 1997; Craig et al. 2006; Gondolf and Hanneken 1987; Schmidt et al. 2007). Other studies have found that past BIPP participants began to accept accountability and responsibility for their abusive actions and recognized that their partners were not at fault for the abuse perpetrated against them (Gondolf and Hanneken 1987; Craig et al. 2006;

Scott and Wolfe 2000; Rosenberg 2003; Scott 2004; Stamp and Sabourin 1995; Silvergleid and Mankowski 2006; Schmidt et al. 2007). Abusers noted that in order to maintain non-violent behavior they practiced specific techniques such as time-outs, the ability to empathize with partners, which helped them to focus on non-violent interactions, and reported that a support group of former batterers helped them to continue to practice non-violent interactions (Rosenberg 2003; Scott 2004; Gondolf and Hanneken 1987; Craig et al. 2006; Silvergleid and Mankowski 2006). Analyzing batterers' perspectives can provide a deeper insight into which specific techniques learned in the BIPPs are working to help change abusive behaviors and help batterers to maintain non-violent interactions.

Studies which have addressed the batterers' perspective have been criticized for their failure to apply theoretical frameworks in understanding the process of attitudinal and behavioral changes among batterers (Stuart et al. 2007; Babcock et al. 2004; Smith 2007; Denzin 1984). Researchers have acknowledged the strong need for theoretical frameworks in determining the effectiveness of the BIPPs and the need to use theory to analyze IPV from the batterers' perspective (Stuart et al. 2007; Denzin 1984).

Phenomenology, social learning theory, and symbolic interaction have been applied to understanding IPV. Phenomenology has been applied toward understanding batterers' perspectives through exploratory studies and allowing the batterers' language to develop themes (Denzin 1984; Reitz 1999; Stamp and

Sabourin 1995). Denzin's (1984) exploratory study used phenomenology to ground batterers' perception of IPV within the self. Denzin (1984) analyzed narratives from batterers who had previously been exposed to family violence while placing the self at the center of the violence. The findings indicated that attaching these negative experiences to the family can contribute to family violence. Reitz (1999) used phenomenology to allow the batterers' voices to construct thematic discourse within their narratives. Reitz's (1999) study was able to identify two types of themes: contextual, in which batterers described themselves in relation to others and focal, which described the violence itself. In the contextual theme, batterers viewed themselves in relation to others as good or bad, winning or losing, and big or little (Reitz 1999). There were four themes which emerged from the focal theme: being in control, being out of control, experiencing a sense of pressure, and exploding (Reitz 1999). Stamp and Sabourin (1995) pointed out that batterers' narratives can be utilized by therapists in order to examine belief systems and to help facilitate change during the treatment process.

Stith and Farley (1993) applied social learning theory in trying to predict male abusive behavior toward their female spouses. The study hypothesized that persons who experienced and observed IPV in their childhood would likely experience violence in adult relationships. The researchers' findings indicated

that the strongest predictors of using IPV during marriage were upholding traditional gender roles and attitudes of approval for IPV in marriage.

Symbolic interactionism was applied in Goodrum et al.'s (2001) study on batterers to better understand how batterers viewed themselves and others within IPV. The study used in-depth interviews in order to compare batterers and non-batterers' responses concerning IPV. The findings suggest that batterers did not accept the term "batterer" nor "abusive" because they did not view themselves as batterers or as abusive (Goodrum et al. 2001). Batterers consistently minimize the violence by stating that they only hit their partner once or by blaming their partner for the violence (Goodrum et al. 2001). The non-batterers on the other hand were more willing to accept a critical view of themselves from their partners and to re-evaluate their actions to deem whether or not they thought their actions had been appropriate (Goodrum et al. 2001). In understanding the view of others, the non-batterers recognized and understood that their partners did not have the same viewpoint as them; this differed when it came to batterers who had limited amount of empathy or lacked empathy all together towards their partners (Goodrum et al. 2001).

Minimization of the violence could be attributed to the batterers not seeing the consequences of their violence. In the interviews batterers acknowledged that shortly after the abuse occurred they would leave the house (either on their own or due to being arrested) and would not return for several days; therefore, they would

not see the effects of the violence. This contributed to batterers not having a connection to the emotional distress their partners were experiencing (Goodrum et al. 2001). The non-batterers were able to use a wide range of understanding and empathy towards their partners (Goodrum et al. 2001).

An area that has been neglected when analyzing batterers' perspectives is the actual process of change that occurs in order for them to diminish and eventually stop their abusive behavior. The trans-theoretical model of change from the field of health psychology, typically used with substance abusers and to promote health, proposes that there are five stages of change: precontemplation, contemplation, preparation, action, and maintenance (Daniels and Murphy 1997). This model maintains that individuals who are trying to change unwanted behaviors go through these stages, sometimes multiple times, until they no longer practice the unwanted behavior. Scott and Wolfe (2000) examined how abusers maintained their non-violent interactions with their intimate partners. The researchers conducted a longitudinal study with abusers that were attending a battering intervention program. They observed that abusers went through the five stages of change; however, in order to achieve maintenance, there needed to be a point where the abusers recognized their violent actions and lack of empathy for their partners. Four variables were identified as contributing to maintenance of change: responsibility for past behavior, empathy, reduced dependency, and communication. Scott and Wolfe (2000) concluded in order for battering

intervention programs to promote change, there needs to be research to determine which aspect of the programs are more likely to promote change.

Another factor which contributes to batterers changing their behavior is internal motivation. This was mentioned by the EMERGE program, that batterers must have some type of internal motivation in order to change. Research by Schmidt et al. (2007) indicated that batterers changed their abusive behavior due to several internal motivational factors; batterers recognized the effect the abuse had on their partner and their children, they wanted a better relationship with their partner, they understood that abusive behavior is not right, and they no longer wanted to feel bad themselves. Their study also examined the batterers' belief system. Schmidt et al. (2007) findings indicated that before attending the BIPP groups, batterers agreed abuse was acceptable, and they also had sexist ideas about women and stereotypical views about gender roles. However, after attending the BIPP groups, the batterers' attitudes about these areas changed and they also started to take responsibility and accountability for their abusive actions.

Silvergleid and Mankowski's (2006) study on understanding the process of change from the batterers' and group facilitators' perspective concurs with Scott and Wolfe (2000) that programs need to discover what is working to promote change among batterers. Silvergleid and Mankowski (2006) also studied what key components of battering intervention programs helped batterers to maintain non-violent relationships. They interviewed both batterers and group

facilitators to understand what accounted for the maintenance of change among batterers. The researchers studied three levels of analysis: individual level, group level, and community level. The individual level analysis indicated that batterers and group facilitators both acknowledged that acquiring new skills helped batterers to take the steps to process and maintain change (Silvergleid and Mankowski 2006). Silvergleid and Mankowski stated, "Interviewees discussed the positive impact that program activities such as journaling, engaging in positive self-talk, and writing letters for accountability had on men's desistence from violence" (2006: 156). Group facilitators and batterers also agreed that confrontation about their violent behaviors combined with support helped with maintaining non-violent interactions (Silvergleid and Mankowski 2006).

Group facilitators and batterers both indicated that group-level dynamics were the most significant in promoting change (Silvergleid and Mankowski 2006). Batterers signified that the group facilitators contributed considerably to their process of change. Specifically, group facilitators provided a balance between confrontation and positive support (Silvergleid and Mankowski 2006). According to several of the batterers interviewed, the group facilitators were able to create a safe zone for the participants to share their stories and express their feelings, while at the same receiving feedback (Silvergleid and Mankowski 2006).

The community level of analysis provided an interesting finding. The research indicated that many of the batterers reported that the criminal justice

system also helped to promote changes in their violent behaviors (Silvergleid and Mankowski 2006). The batterers' involvement in the criminal justice system brought ". . . a much needed 'wake-up call' for men . . . " (Silvergleid and Mankowski 2006:155), in order for them to understand that their actions were not acceptable. Silvergleid and Mankowski's (2006) study indicates there are several levels such as individual, group, and community, each of which have different factors that aid in promoting the process and maintenance of change among abusers.

Emotional Changes Among Batterers

There are significant gaps in the literature on how batterers experience emotional changes while attending battering intervention programs. At this time there is no research about emotional changes among batterers; however, there are studies on emotional changes among other populations. This section will provide a limited overview of research on emotional changes among adolescents who witness domestic violence, intimate couples, persons in therapy, and stigmatized populations.

Parker, Stewart, and Gantt's (2006) study measured emotional changes among adolescents who were exposed to domestic violence. The study consisted of a control group and an experimental group. All participants were part of the *Write On* intervention program. The experimental group was part of the *Write On* and *Positive Points* intervention program. The *Write On* intervention program

provides an opportunity for adolescents to write expressively about their emotions during distress situations such as witnessing domestic violence. The *Positive Points* program " . . . was intended to be an aid for increasing personal positive emotional and cognitive insight by learning to recognize positive characteristics in oneself, even in the face of personal trauma" (Parker et al. 2006: 48). Participants' emotions were assessed before and after the *Write On* intervention. The findings indicated there was an increase in positive emotions among both groups after participating in the *Write On* intervention program. The findings for the *Positive Points* program indicated that cognitive insight did slightly increase for the experimental group, however, positive word use decreased (Parker et al. 2006: 50). Thus, overall, positive emotions did increase for adolescents exposed to domestic violence after participating in the *Write On* intervention program.

Studies of child molesters have been conducted to determine whether or not they develop empathy towards their victims over time as a result of treatment and have also been used in order to develop a tool to better measure empathy (Fernandez, Marshall, Lightbody, and O'Sullivan 1999; Wilson 1999). The findings of these studies both suggest that sex offenders do not develop empathy for their victims and tend to reflect a high immaturity level, which is reflected by perpetrators wanting to interact with children as if they were children themselves (Fernandez, et. al 1999; Wilson 1999).

Researchers in other disciplines such as marriage and family therapy and psychotherapy have also commented on the limited amount of studies which measure, track, and understand emotional changes among their patients (Umberson, Williams, and Anderson 2002; Thompson and Bolger 1999; Gumz, Lucklum, Hermann, Geyer, and Brähler 2011; Larson and Almeida 1999). In early studies, methodological issues were one of the problems in trying to measure emotions; however new methodologies are creating innovative ways to study emotional changes.

Several studies have explored the effects of stress and how it affects intimate partner relationships. These studies suggest that stress does have a significant effect on emotions within relationships and traditional ways of measuring emotions may lead to underestimating psychological distress (Umberson et al. 2002; Thompson and Bolger 1999). Thompson and Bolger (1999) suggest that when one partner within the relationship is under stress the emotional feelings can potentially be transmitted to the other partner. This transmission of feelings causes the other partner to experience similar feelings during a stressful event.

Gumz et al. (2011) conducted a longitudinal case study analyzing 120 therapy sessions in order to determine whether verbalized emotions, proportion of positive emotions, and variability of emotions would increase throughout the course of therapy. The findings indicated that verbalized emotions and variability

of emotions did increase throughout therapy sessions but the proportion of positive emotions did not increase (Gumz et al. 2011). Gumz et al. (2011) noted that the patient mentioned anger at the start of therapy and this emotion continued throughout the therapeutic sessions (Gumz et al. 2011). The researchers were able to observe distinct stages of emotional change throughout the analysis of the therapy sessions (Gumz et al. 2011). The observation of distinct stages in changes of emotions is an important finding in understanding the process of change in affect that individuals may experience while participating in therapy. The ability to track changes in affect can indicate critical points within the therapy and potentially in intervention programs when individuals' affect began to shift from negative to positive or vice-versa.

These researchers have reflected on the lack of studies conducted to understand the change of emotions that participants may experience, whether it is emotions being transferred from one partner to another, or if there is an emotional change after attending therapy sessions or educational group sessions. Although these studies examined other populations outside of batterers, this illustrates the need to explore the affective changes among participants attending battering intervention programs.

Affect Control Theory

Social psychological theories center on the interconnectedness between behaviors, affect, and identities, while recognizing the mutual link between macro

structures and micro processes. Affect control theory threads macro-level concepts such as ideology, value, norms, and institutional systems to micro-level actions which help actors to maintain their social and individual identities during social interactions (Smith-Lovin 1991). Thus, applying ACT to participants' perspectives in the battering intervention programs can illustrate how macro structures can influence individual processes in determining how sentiments structure the way social interaction takes place between individual actors.

Although IPV has been recognized as a social problem it is still often times viewed as a private matter between partners. Mills (1959) clearly illustrates the connection between "personal troubles" and "public issues." One way in which IPV illustrates the connection between personal troubles and public issues is through the expense of medical treatment and loss of productivity. The medical costs due to IPV are higher than $5.8 billion per year in addition to the $1.8 billion loss of productivity inside and outside of the household per year (National Center for Injury Prevention and Control 2003; Max et al. 2004). IPV may appear to be a private issue; however, the cost of medical bills and loss of productivity clearly shows how IPV can affect us all.

Affect control theory (ACT) has seen a tremendous growth since its inception. Affect control theory utilizes the basic principles of symbolic interactionism:

> The first premise is that human beings act toward things on the basis of the meanings that the things have for them. . . . The second premise is that the meaning of such things is derived from, or arises out of, the social interaction that one has with one's fellow. . . . The third premise is that these meanings are handled in, and modified through, an interpretative process used by the person in dealing with the things he (sic) encounters. (Blumer 1969:2).

Utilizing these basic principles ACT has created the means with which to predict emotional reactions, associate behaviors to specific events during social interactions with other individuals and/or groups, and recognize the cultural meanings which the individual actor has assigned to each component in the event/situation. Cultural meanings serve as a type of blueprint for how individual actors conduct interactions among each other. Predicting how individual actors cognitively process emotions during situations can be useful, particularly when the individual actor is trying to make sense out a situation.

Affect control theory proposes that people will guide themselves in social interactions so that their immediate feelings about people, settings, and behaviors continue to represent long standing sentiments. If their actions are not working within a situation then their interpretation of the situation must change (Heise 2002, 2007; Smith-Lovin 1990; MacKinnon 1994). In order to apply ACT, three

specific conditions must be met: (1) there must be directed social behavior, (2) there must be at least one observer who shares the same cultural language, and (3) only the observed behavior can be applied to ACT (Robinson and Smith-Lovin 2006). The observer can be the following: the actor, the object, and/or a third party and it is from the observer's perspective that predictions are made about the reaction to the social interaction (Robinson and Smith-Lovin 2006; Smith-Lovin 1990).

A significant aspect of ACT is how individuals' affect directs them in their responses to identities, objects, and settings within particular situations. Individuals attach affect to identities, objects, and settings, and it is this attachment of affect which guides the actor during social interactions. The attachment of affect helps individual actors to confirm their fundamental sentiments about identities, objects, and settings.

Osgood and colleagues identified three constructs that individuals use to judge concepts: evaluation (i.e. goodness v. badness), potency (i.e. powerfulness v. powerless), and activity (quiet/still v. noisy/lively) (Osgood, Suci, and Tannenbaum 1957). MacKinnon (1994) illustrates that the constructs identified by Osgood and colleagues represent sociological concepts. The sociological concept of *status* is represented by the *evaluation dimension*, the *power* concept is represented by *potency dimension*, and *social expressivity* is represented by the *activity dimension* (MacKinnon 1994; Kemper 1978). Heise (1979) incorporated

the three constructs identified by Osgood and colleagues and argued that sentiments are comprised of the three aspects: evaluation, potency and activity (EPA). Sentiments are enduring affective responses individuals employ toward symbols that are widely shared within the culture (Robinson and Smith-Lovin 2006; Smith-Lovin 1989). Thus, established fundamental sentiments are stable affective meanings that serve as a reference point for assessing transient impressions. The transient impression is not necessarily stable, as this impression occurs only during the immediate interaction. The transient impression produces affective meanings due to the immediate action.

Individual actors unconsciously try to maintain congruency between the established fundamental sentiments and transient impressions (MacKinnon 1994). Typically, there is a discrepancy between these two. Affect control theory defines this discrepancy as a deflection, which is considered the core of ACT (Owens 2003). A deflection, in a social interaction, is very similar to Goffman's (1959) description of a disruption in a performance. The goal for the actors during a performance is to maintain certain impressions. When there is a disruption in the performance it is imperative for the players to recover quickly and continue the maintenance of the impression (Goffman 1959). A discrepancy occurs when the components of the event (Actor-Behavior-Object) produce feelings during the transient impression which differ from the fundamental sentiments actors have for identities and behaviors. A basic event consists of the following components: an

actor, a behavior and an object (A-B-O) and a more complex event will include a setting (A-B-O-S) (Robinson and Smith-Lovin 2006; Smith-Lovin 1987; Smith-Lovin 1990; Heise 1999; Heise 1978; Heise 1989). The actor creates the behavior which is directed towards an object/person. Figure 1 illustrates this process.

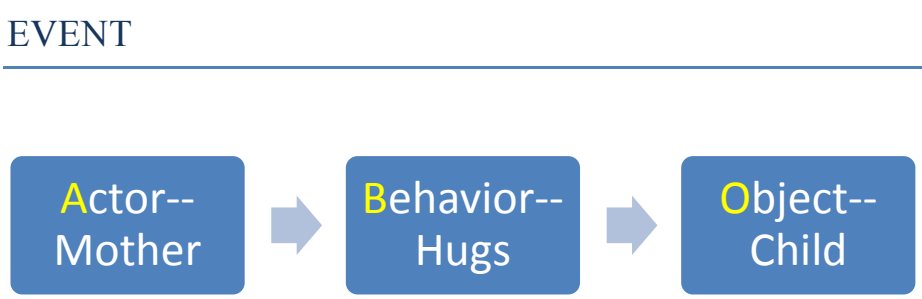

Figure 1: The Process of Event

Nelson (2006) presents the deflection mathematical equation, created by Lynn Smith-Lovin (1979): $D= (A'e - Ae)^2 + (A'p - Ap)^2 + (A'a - Aa)^2 + (B'e - Be)^2 + (B'p - Bp)^2 + (B'a - Ba)^2 + (O'e - Oe)^2 + (O'p - Op)^2 + (O'a - Oa)^2$.

Thus, each component within the event (A-B-O) has its own evaluation, potency, and activity (EPA) profile rating. This formula produces the deflection to illustrate the distance of the discrepancy between the established fundamental sentiment and the transient impression. A large deflection makes it less likely that one can predict the event (Wiggins and Heise 1987; Smith-Lovin 1987; Heise 1987; Heise and MacKinnon 1987; Heise 1999, 2007; MacKinnon 1994;

Robinson and Smith-Lovin 2006). Thus, a large deflection score indicates that there is disruption between established fundamental sentiments (established affective meanings) for the A-B-O and the transient impression (immediate affective meaning) of the A-B-O within the event, which signifies that the individual needs to redefine the event (see Figure 2).

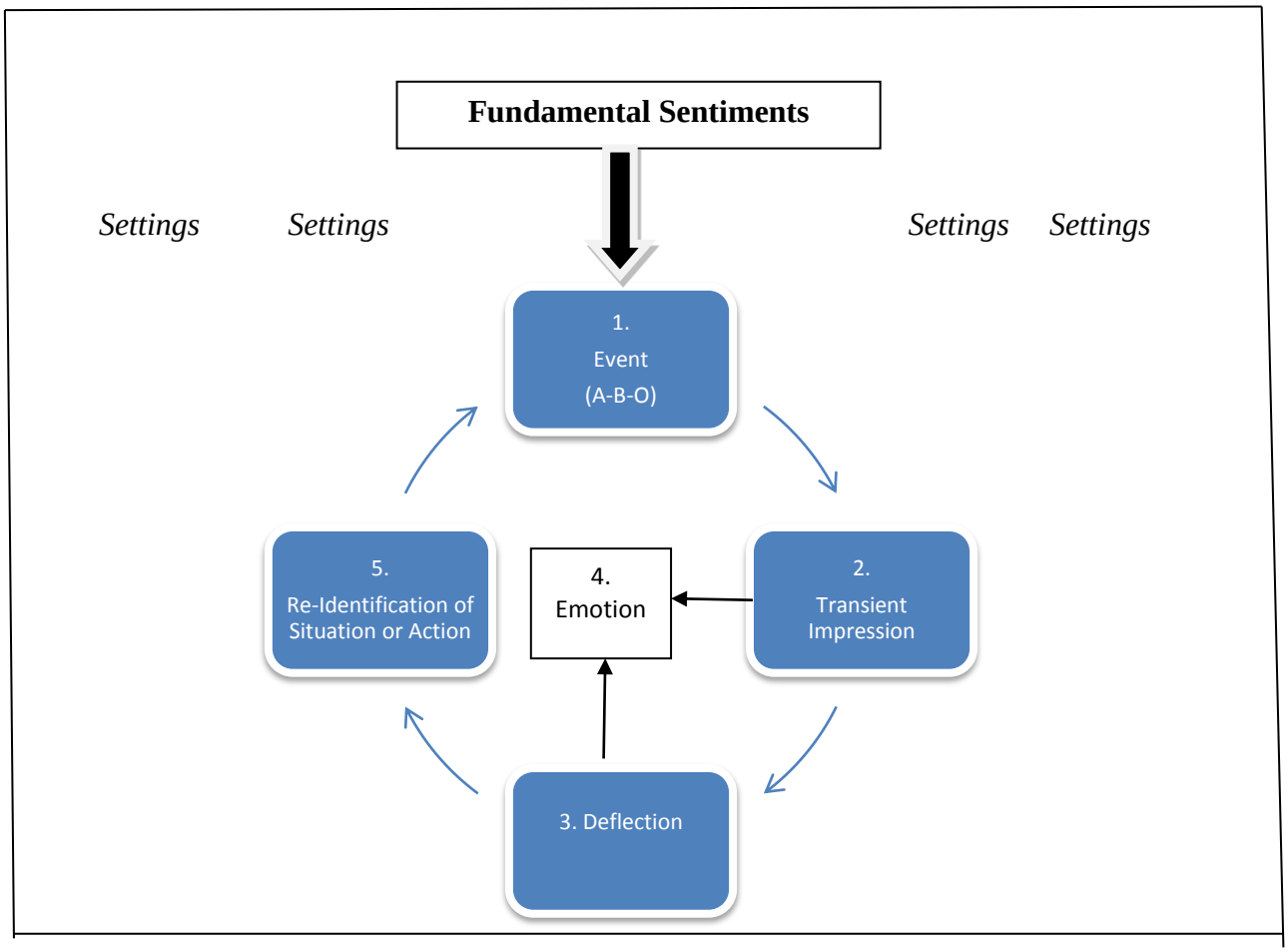

Figure 2: Affect Control Theory (adapted from Clark-Miller 2005)

There are several ways in which the individual actor tries to reconcile the event when there is a large deflection. Individual actors re-define, re-conceptualize, and/or re-label elements within the event in an attempt to align the transient impression closely to the fundamental sentiments (Luke 1997; Nelson 2006). Re-identification of events/situations allows the individual to maintain the continuity of the transient impressions to the fundamental sentiments, in order for the individual actor to comprehend the social interaction. It is the process of minimizing the deflection and confirming the situated identities (the role identities of the actor and object/person within the event) which directs social interaction.

Unexpected affect and behavior from the actor and/or object/person can produce a stigmatized identity. Identities which are negatively evaluated on the E (evaluation) dimension are labeled as deviant identities and are stigmatized identities or negative identities (Heise 2007). Stigmatized identities can cause large deflections during the interaction, particularly when the actor does not recognize the stigmatized identity and continues the interaction based on fundamental sentiments. Studies by Nelson (2008) and Kroska and Harkness (2007) indicate that once an individual has been labeled by society with a stigmatized identity it is often difficult for the society to remove the stigma. These studies also indicate that individuals who do not recognize their stigmatized identity also fail to self- identify with a negative identity (Nelson 2008; Kroska and Harkness 2007). Thus, incongruence between the fundamental sentiments

and the transient impressions can occur when one actor does not recognize the stigmatized identity, while the other actor involved in the social interaction does recognize this stigmatized identity.

Osgood, May, and Miron (1975) through their cross-cultural studies were able to determine that EPA constructs are universal dimensions. Building off this information Heise created the INTERACT program. The INTERACT program contains cross-cultural dictionaries of fundamental sentiments and the mathematical equation models used by ACT. Initially these dictionaries were created by Heise (1979) using more than 300 University of North Carolina undergraduates in 1975. Heise (1979) collected ". . . semantic differential ratings of 1,250 words specifying 650 social identities and 600 social behaviors . . . ." (p.154). INTERACT has the ability to analyze the specific events created by an actor, produce EPA profiles for all of the components of an event (actor, behavior, object, and setting), predict the behavior, and emotions for these identities.

Affect Control Theory Research

The research utilizing ACT, although limited, is wide-ranging in content. One area in which ACT has been utilized is the continuous expansion of the theory. According to Robinson and Smith-Lovin (2006), the initial formulation of ACT suggested that deflections caused individual actors to re-define the event; however, it did not provide any explanation of the process of how individuals re-define the event. Studies indicate that individuals are able to re-define

components of events based on positivity and stability associated with the component. Nelson (2006) recognized the need to understand which component of the event (A-B-O) most individual actors tend to re-define. Heise (1979) suggested that the identities of the actor and/or object/person would most likely be the component to be re-defined. The idea is that persons' identities are the least stable. However, according to Nelson's (2006) study, behavior was the component which was re-defined most consistently. The behavior was re-defined because identities, particularly stigmatized identities, are extremely stable, whereas behavior was more dynamic. Nelson (2006) conducted three experiments which indicated that subjects were more likely to re-define the behavior than the identities.

Heise (1989, 2007) conducted research in order to understand what happens when subjects display unexpected emotions during the event and how this may contribute to reidentification. Heise (2007) concludes that unexpected emotions from the actor and/or object/person produce a stigmatized identity. Therefore, it is difficult for the stigmatized identity to be re-defined. Heise (2007) analyzed the EPA profile dimensions in order to understand which dimension appears to have the most effect on maintaining the stigmatized identity. According to Heise (2007), the "more lively/active" (Active dimension) emotion from the actor in the event moderates the stigmatized identity from an unexpected emotion—it is as if the actor's fundamental sentiment is no longer consistent with

the actor's identity. On the other hand, the "more lively/active" (Active dimension) emotion from the object-person increases the stigmatization of the actor and allows the object-person to be re-identified. Thus, it reinforces incongruence between the actor's identity and fundamental sentiment.

Rashotte (1998) further expanded ACT by integrating non-verbal behavior within the theory. Rashotte's (1998) research consisted of four studies. In the first study the researcher collected affective meanings of nonverbal behavior. The second study paired nonverbal behaviors with other behaviors in to order to understand how this combination would create new affective meanings. The third and fourth study used videotaped events to understand the effect nonverbal impressions had on the event and the components within the event. Rashotte (1998) concluded that nonverbal behavior works in conjunction with behaviors in order to modify impressions of events. Nonverbal behaviors play a significant role in understanding the meaning of behaviors and produces additional modifiers within the transient impression.

Affect control theory has also expanded knowledge in the criminal justice area, particularly in examining sentencing of criminals and criminals' self-identity. In applying ACT to understanding factors which impacted the sentencing of criminals, Tsoudis' (2000) research not only examined aspects of the criminals' identity, their reaction to the crime they committed (e.g. were remorseful or not), and prior criminal record, but also examined the victims'

identity, and the victims' reaction to being a victim (e.g. whether they displayed sadness). In Tsoudis' (2000) findings, for criminals who displayed a remorseful affect, their criminal identity was perceived as more positive and therefore received a less harsh sentence. Criminals who had a prior criminal record were perceived as less positive compared to those who did not have a prior criminal record. Despite criminals with a prior criminal record being perceived as less positive, this did not significantly impact the sentencing decision. Tsoudis' (2000) study indicated that a criminal having a prior record only affected their sentencing indirectly. Focusing on the perception of the victims, Tsoudis (2000) found that victims who displayed a sad affect due to their victimization were seen as having a positive identity. The positive perception of the victims' identities, however, affected the criminals' identity and criminals were seen as less positive by those who were decision makers in the sentencing of the criminal. Tsoudis (2000) tested the direct effect of the perception of the victim's identity and discovered that perceptions of the victim's identity only explained the sentencing-making process indirectly. According to Tsoudis (2000), ". . . the influence of the victim's identity and (b) the evidence of the criminal's prior record affected the participants' perceptions of the criminal's identity" (p. 482). These findings are significant because they allow researchers to examine how affect attaches to identities, the "proper" display of emotion, the cognitive processes that go into

decision making, and which factors have a significant impact on the sentencing of criminals.

Research conducted by McDonald (2004) also indicated that similar findings occur in how jurors award civil damages. McDonald's (2004) research examined the cognitive processes of jurors by studying how the identities of defendants and identities of the plaintiffs have an impact on the amount of monies awarded to plaintiffs. McDonald's (2004) findings on the identities of the plaintiff and defendant indicated the more positive the identity of the plaintiff the less positive the identity of defendant, similar to Tsoudis' (2000) findings. McDonald's (2004) study also indicates that the defendant's identity has an impact on compensatory and punitive damage awards. McDonald (2004) states, "Mock jurors who assigned a negative identity to the defendant awarded higher compensatory and punitive damage awards than did mock jurors who assigned positive identity to the defendants" (p. 132). However, McDonald (2004) discovered when plaintiffs were perceived with a negative identity by mock jurors they were awarded higher compensatory damages compared to mock jurors who perceived plaintiffs with a positive identity. These studies illustrate the significance of situated identities for cognitive processes and allows us to understand the importance of affect attachments to identities and how these areas can influence our perceptions during the decision making process (McDonald 2004; Tsoudis 2000).

Identity and the sentiments attached to identities allow us to understand the symbolic meaning of these identities. The identities of both the actor and the object/person are important parts of the event/situation. As mentioned previously, when trying to re-define an event/situation due to a large deflection, if the identity is stigmatized, the behavior is re-defined. Nelson (2008) tested how criminals perceived their identities, and whether or not their identities contribute to them committing additional criminal acts. Nelson (2008) interviewed parolees and asked them to identify how they perceived their identity. Nelson (2008) examined whether or not a negatively perceived identity could provide a path to criminal behavior. The research findings indicate that persons with positive identities who engage in criminal actions tend to produce a large deflection. Thus, it is difficult to make sense out of good people committing bad acts. The findings also indicate that persons with stigmatized identities who engage in criminal actions produce a small deflection. Thus, it would make sense that those persons who engage in criminal behavior would be viewed as having a stigmatized identity. However, in Nelson's (2008) findings, parolees did not necessarily identify with a stigmatized identity. In fact, although, the parolees may be perceived to have a stigmatized identity, their self-definition of their identity is not perceived by them as stigmatized. Hence, the likelihood of them being a future offender is not based on their identity. Nelson (2008) noted that the criminal behavior may be based more on situational and less on identity.

Therefore, if the opportunity presents itself, it may lead to a negative behavior, despite having a positive identity.

Integrating ACT with other social psychological theories has allowed for the expansion of components within ACT. In a study by Heise and Thomas (1989), ACT was used in combination with social identity theory. The study examined how emotions influence social identities and how the impression-transformation is different for emotions than for traits. According to MacKinnon (1994), the reidentification process can be done two ways: either by (1) relabeling the new social identity in order to confirm the event or (2) explaining an individual trait. MacKinnon (1994) refers to the trait explanation as ". . . *dispositional inferences*—modifying identities with explanatory personality traits (e.g., 'aggressive'), status characteristics ('rich'), affective moods (depressed'), or moral judgments ('evil')" (p. 35). The research also examined differences in the way males and females processed emotions. The findings suggest that traits and emotions do provide a difference in the way impressions are formed. Adding emotion words implies variation within the situation, which implies that the behavior is temporary and caused externally (Heise and Thomas 1989). However, adding a trait within the situation suggests that the behavior is stable and caused internally (Heise and Thomas 1989). In regards to sex differences, the findings indicated there was no difference between the way males and females process emotion-identity (Heise and Thomas 1989). The researchers pointed out that

although there is no difference in way males and females process emotion-identity this does not conclude they have the same emotion-identity response (Heise and Thomas 1989). Their findings concerning the combination of emotion-identity indicated that even stigmatized identities paired with positive emotions resulted in negative impression-formation. A positive identity combined with a negative emotion also resulted in a more negative impression-formation. The integration of social identity and ACT allow for the social identity to be analyzed on EPA dimensions.

Kroska and Harkness (2007) used ACT and modified labeling theory to examine the way mentally ill persons use or do not use coping strategies based on a stigmatized identity. Kroska and Harkness (2007) used the fundamental sentiment of "mentally ill person" and the transient impression of the way a person diagnosed with mental illness self-identifies to determine the effect this has on them employing coping behaviors. They examined three mental illness diagnoses: affective disorders (e.g., bipolar, major depression), schizophrenic disorders, and adjustment disorders (e.g., generalized anxiety, posttraumatic stress disorder). Patients selected their own identities, outside of the ones which had been assigned to them. The study indicated that individuals diagnosed with affective disorders related positively to using coping behaviors. Those diagnosed with schizophrenic and adjustment disorders related negatively to using coping behaviors. Thus, Kroska and Harkness' (2007) findings indicated that stigma

sentiments alone do not determine the use of coping behaviors. Affect control theory used in conjunction with other social psychological theories provides the opportunity for theories to continue to develop, and in addition, illustrates how social psychological theories can be integrated in order to provide avenues for significant theory testing (Kroska and Harkness 2007; DeCoster 2002.

Affect control theory has been used in several studies in order to predict emotions and/or behaviors (Heise and Lerner 2006; DeCoster 2002; Heise and Weir 1999; Heise and Thomas 1989). INTERACT allows persons to enter different events in order to predict emotions and behaviors of the actors and objects. These predictions are based upon emotional terms (i.e., sad, angry), behavioral terms (i.e., apologize to, discipline), and numerical EPA profiles ratings. Each of the predicted emotions and behaviors has been assigned a number. This number is considered the best fit word in order to maintain the congruency with the sentiment of the actor and object.

DeCoster's (2002) study used ACT in conjunction with social interactional theory, in order to determine which theory provided the better prediction of everyday social interactions. The findings indicated that ACT provided a good means of being able to numerically quantify emotions; however ACT failed to provide precise predictions of emotions and behaviors (DeCoster 2002). Affect control theory provided predicted word ranges of emotions and behaviors. DeCoster (2002) noted that despite the strong theoretical foundation

and " . . . rigorous framework for quantifying and predicting emotions . . ." (p. 68) it may produce predictions that are too restrictive and not all of the identities and behaviors are listed in the cultural dictionaries. DeCoster (2002) does acknowledge that ACT's INTERACT is extremely user-friendly and has immense potential for research and application.

Heise and Weir (1999) used ACT's software program INTERACT to predict the emotions that people would feel in an imagined social event. The researchers compared the emotions that people chose to the emotions predicted by INTERACT. Affect control theory predicted a range of word emotions that participants were likely to have indicated as their chose emotion. The researchers indicated that ACT's predictions of emotions did align consistently with the participants; however, there were some cases where ACT chose words that none of the participants chose. Affect control theory also better predicted emotions for females and the objects component in the event (A-B-O).

Heise and Lerner (2006) illustrate how ACT was used in order to predict reactions and responses of Middle Eastern nations after international incidents occurred. Heise and Lerner's (2006) findings indicate that ACT does significantly predict the action-reaction response after an international incident has occurred. This clearly illustrates that emotions do have a high influence on reactions even at the macro-level and provides a guideline for how ACT as a micro-sociological theory can be applied to macro-level research.

Lee and Shafer (2002) utilized ACT in order to understand how individuals interact with their environment while participating in leisure activities. The researchers sought to explore what types of emotional responses individuals have when they interact with others and their environment. Participants were interviewed while partaking in leisure activities. Lee and Shafer's (2002) findings indicates that individuals' identities are constantly being tested depending on their situational interactions. They state that ". . . over multiple experiences in which high levels of "negative" deflection produce negative emotions, one's situated self may eventually become emotionally unrestorable leading to a shift in basic leisure identity" (p. 306). The idea that an identity may not be emotionally restored suggests that stigmatized identities can become a stable identity, thus making it difficult to alter this identity.

As research has indicated, ACT can be used in a variety of ways. Affect control theory provides the means to understand how persons perceive their situation and the steps that are taken in order to reconcile the situation with re-identifying the actors' roles within the situations, through changing their identities or applying a trait to their identity. Affect control theory also illustrates the possibilities of how stigmatized identities can influence the way social interactions play out, and how persons are able identify their self-identities within interactions.

CHAPTER III

METHODS AND DATA

This chapter first describes the data, the sample, and the recruitment process. This is followed by a discussion of the instrument, the data collection, and the research questions and hypotheses. The final sections of the chapter introduce the terms and concepts and describe the data analysis.

Data

This study focuses on the emotional changes participants in the BIPPs experience while attending batterer intervention sessions. The data collected were EPA ratings, established fundamental sentiments, transient impressions, self-identities, feelings about the BIPP, feelings about intimate partners, and feelings about IPV. The data were collected from participants attending three battering intervention programs located in North and South Texas. The data used in this study measured the affective changes from participants in the BIPP and how participants in the BIPP self-identify.

Sample

The participants were males scheduled to attend the BIPP groups at two locations in North Texas and one location in South Texas. The sample consisted

of 43 males who were considered beginners in the BIPP groups. Beginners are defined as individuals who are zero to nine weeks into the BIPP groups.

Participant Recruitment

The researcher recruited participants for the study by attending the BIPP orientations for both locations in North Texas and also for the location in South Texas. Recruitment flyers were placed in the lobbies in both locations in North Texas and in the South Texas location. Participants were informed that the study was being conducted in order to understand how their emotions change while attending the BIPP group sessions, their feelings about the BIPPs, their feelings about their intimate partners, their feelings towards IPV, and how they self-identify within different social interactions such as their workplace, their home, and within BIPPs.

I presented information about the study at the beginning of the BIPPs' orientation (see recruitment script in Appendix B). I informed participants that their participation was strictly voluntary, the study was not affiliated with the agencies, they could choose to withdraw from the study at any time, and that the study would be conducted in two parts. If they chose to participate in the study, they would receive the instrument packet 18 weeks later after returning the first questionnaire. All participants attending the orientations were also informed that upon return of the second questionnaire, they would be eligible to be entered into a drawing for a $50.00 gift card. The recruitment script and information about the

$50.00 gift card was presented to the participants at both locations in North Texas and the South Texas location.

In order to protect the participants' anonymity, all individuals attending the BIPP orientations at both locations in North Texas and the South Texas location were given the instrument packet. The instrument packet contained a consent letter, questionnaire (instrument), contact information card, postage paid envelope, and a list of referrals. Participants were informed that their names, the locations, and the name of the agencies (this includes the city and county) would not be disclosed in the study. Participants were informed that completion of the questionnaire should take 30 minutes per administration of the questionnaire for a maximum total time commitment of one hour. Participant recruitment was conducted from August 2011 to June 2012.

Instrument

Data were collected by a questionnaire developed for the purpose of this study. The instrument consists of five sections (see Appendix C). Items on the instrument were adapted from previous instruments used to capture information for ACT (Heise 1978, 2002; Lee 1999; Nelson 2008). The items on the instrument were selected based on concepts from the Indiana 2002-03 and North Carolina 1978 cultural dictionaries contained in the INTERACT program.

The list instrument consisted of: 12 demographic items, 44 scaled closed-ended questions in order for participants to evaluate the different components of

events on the EPA dimensions, three open-ended questions, and an open-ended question to measure self-identification.

Section A asks participants to rate single concepts on the EPA dimensions. There are 20 questions contained in this section. Section B contains 13 questions which ask participants to rate the components of the event on the EPA dimensions. Section C is open-ended and asks participants their feelings about the following: the violent incident, attending the BIPP groups, and their partner. Section D allows participants to describe their self-identity and how they understand their identity in different setting such as their home, the workplace, and the BIPP groups. Participants are also asked to rate their chosen identities on the EPA dimensions. Section E contains the demographic items.

Data Collection

Data were collected via the distribution of questionnaires to all individuals attending the BIPP orientation groups at two domestic violence agencies in North Texas and one domestic violence agency in South Texas. The initial questionnaires were administered to all individuals attending the BIPP orientation groups from August 2011 to June 2012. All individuals attending the BIPP orientation groups from August 2011 to June 2012 received an instrument packet by the researcher at both locations in North Texas and the South Texas location. Individuals who wished to participate in the study were instructed to read, sign, and return the informed consent form with the questionnaires within seven days of

attending the orientation. The participants returned their consent form and questionnaires in the paid postage envelope. At Time 2, 18 weeks later, participants were mailed the same questionnaire, a copy of their consent form, a contact information card, a list of referrals, and a paid postage envelope. In order to improve the response rate a follow-up instrument packet was sent two weeks later (after the initial Time 2 instrument packet was sent) along with a reminder about the drawing for the $50.00 gift card to those participants who had not yet returned their questionnaire. If the questionnaire were not returned after the second instrument packets were mailed out, two weeks later follow-up post cards were sent. At Time 1, I received 43 questionnaires. The 43 participants who returned the questionnaires were mailed the instrument packet, at Time 2, 18 weeks later. At Time 2, 28 participants returned the questionnaire. Out of the initial 43 questionnaires mailed out at Time 2, 10 questionnaires were returned due to incorrect addresses and/or insufficient information for participants' addresses. This resulted in an 84 percent response rate. According to Babbie (1990) a response rate of 70 percent or higher is very good. In regards to the BIPPs research with data collected at varies times during the study, the 84 percent response rate is comparable to previous studies (Gondolf 2002; Schmidt et al. 2007; Buchbinder and Eisikovits 2008; Labriola et al. 2008).

Participant Protection

The following steps were taken to protect participants' confidentiality. All persons attending the BIPP orientations (both North Texas and South Texas locations) were given the instrument packets by the researcher. Individuals were informed about confidentiality and that no identifiable information would be used in the study. Individuals were informed that neither the name of the agency nor the location of the agency would be disclosed in the study. Participants were also informed that consent forms and questionnaires would be kept separately in a locked cabinet at the researcher's home. In order to determine which participants had completed the questionnaire twice, a master list was kept with each participants' name and their assigned number. The master list was kept on electronic files which were password protected.

Due to the nature of this study, individuals were informed that if they chose not to participate in the study their services would not be affected. Participants were provided with a list of referrals should they experience any type of emotional distress while completing the questionnaire. Participants were also informed that they could terminate the study at any time. In order to avoid fatigue participants were encouraged to take a break at any time and were informed that completion of the questionnaire should take 30 minutes per administration for a maximum total time commitment of one hour.

Research Questions/Hypotheses

The overarching research question which will be explored in this dissertation is "Do participants in the BIPPs experience an affective change as a result of their participation?" More specifically this dissertation will address the following research questions and hypotheses:

Research Question 1—Do participants' experiences in the BIPPs cause a change in their initial affect? Research on BIPPs has concluded that prior to batterers attending the BIPP they often deny or minimize their abusive behavior and blamed the victim for the abuse (Hamberger 1997; Craig et al. 2006; Rosenberg 2003; Scott and Wolfe 2000; Chovanec 2008; Buchbinder and Eisikovits 2008; Stamp and Sabourin 1995; Denzin 1984; Reitz 1999; Smith 2007). Battering intervention programs have recognized that prior to attending BIPPs, batterers are not able to express their true emotions and will often express anger (Lindsey et al. 1993). However, after attending the BIPPs participants began to understand their true emotions (Lindsey et al. 1993).

H1: At Time 1 (0-9 weeks in BIPPs), participants' transient impressions deflection scores will differ from the fundamental sentiments deflection scores. The transient impressions and fundamental sentiments will produce a discrepancy, no matter how slight (Heise 1987, 2002, 2007). Specifically, there is a change from the original understanding of the sentiment to processing the situation during the actual interaction (Smith-Lovin 1987; Heise 1987; Robinson and Smith Lovin

2006; and Smith-Lovin 1990). The transient impression is not necessarily stable, as this impression occurs only during the immediate interaction.

H2: At Time 1 (0-9 weeks in the BIPPS) participants' transient impression deflection scores are more likely to be further away from the fundamental sentiments. As mentioned before, the difference between the transient impression and the established fundamental sentiment will always produce a deflection (Heise 1987, 2002, 2007). The established fundamental sentiments are considered an ideal social interaction.

H3: At Time 2 (18 weeks and beyond in the BIPPs) participants' deflection scores are more likely to be closer to the established fundamental sentiments. Research on BIPP has indicated that after attending the group, participants changed their attitudes toward their female partners recognizing that their partners were not at fault and participants began to accept accountability and responsibility for their abusive actions (Hamberger 1997; Craig et al. 2006; Gondolf and Hanneken 1987; Scott and Wolfe 2000; Rosenberg 2003; Scott 2004; Stamp and Sabourin 1995). Thus, batterers experiencing a change while attending BIPPs will, according to ACT, maintain stability between the established fundamental sentiments and transient impressions. Individual actors will re-identify elements within the event in an attempt to align the transient impression closely to the fundamental sentiments (Luke 1996; Nelson 2006). Robinson and Smith-Lovin (2006) and Smith-Lovin (1989) indicate that sentiments are enduring affective

feelings individuals use toward symbols that are widely shared within the culture. This would confirm that fundamental sentiments are considered stable affective meanings that serve as a reference point for assessing transient impressions.

H4: Participants' mean deflection score for the transient impressions at Time 1 will differ from their mean deflection score for their transient impressions at Time 2. According to the ACT literature, established fundamental sentiments are used as a guidelines as to how social interactions are conducted. Therefore, the sentiments which occur during the transient impressions will try to closely align with the established fundamental sentiments but there will always be a discrepancy between the established fundamental sentiments and the transient impressions (Heise 1987, 2002, 2007).

Research Question 2—Which component in the interaction (*event: actor, behavior, object*) for the participants produces the highest EPA ratings?

H5: Within the Event, *actor, behavior, object (A-B-O),* the actor is more likely to have the highest deflection score compared to the behavior and the object at both Time 1 and Time 2. Research from Heise (2007) indicates that the actor component is likely to have the highest deflection score.

Research Question 3—How do participants in the BIPPs view themselves as a result of attending the BIPPs? Do they identify as a negative identity, or do they maintain their current identity throughout the program?

H6: At Time 2 participants are more likely to self-identify as batterers while attending the BIPPs. Research on BIPPs indicates that after completing the group sessions batterers did take responsibility and accountability for their actions (Hamberger 1997; Craig et al. 2006; Gondolf and Hanneken 1987; Scott and Wolfe 2000; Rosenberg 2003; Scott 2004; Stamp and Sabourin 1995). Scott and Wolfe's (2000) study also identified that there is process of change that occurs with batterers while participating in the groups.

Research Question 4—To what degree do participants in the BIPPs recognize their negative identity as batterers outside of the BIPPs?

H7: At Time 1 and Time 2 all participants are less likely to self-identify as batterers outside of the BIPPs. ACT proposes that individuals will interact with others based on their situated identities (Heise and MacKinnon 1987; Heise 2007; MacKinnon 1994). Therefore, when individuals are interacting in situations where their batterer identity is not salient this identity will not surface during the interaction. Nelson's (2008) findings on parolees suggest that parolees did not identify with a stigmatized identity. In fact, although the parolees may be perceived to have a stigmatized identity, their self-definition of their identity is not perceived stigmatized.

Definition of Terms and Concepts

The following terms and concepts are used in the study:

EPA dimension: These are Evaluation, Potency, and Activity (EPA) measures. The *evaluation* dimension expresses the amount of the goodness or badness associated with a concept. Evaluation ranges from infinitely good to infinitely bad. The *potency* dimension expresses the amount of powerfulness to powerlessness associated with a concept. Potency ranges from infinitely powerful to infinitely powerless. The *activity* dimension expresses how active or passive associated with a concept. Activity ranges from infinitely active to infinitely passive. These three fundamental affective meanings make up sentiments (Heise 1978; Robinson and Smith-Lovin 2006) and are measured on a nine point bi-polar scale.

Established Fundamental Sentiments or Fundamental Sentiments: These are affective meanings which have been collected over a period of time; EPA profiles averaged, and have had the consistent outcome of EPA dimension ratings. The EPA profiles averages have been compiled into different cultural dictionaries. These cultural dictionaries have been used to determine the established fundamental sentiments. Fundamental sentiments are the reference point from where individuals operate during their interactions with others (Heise 1978, 2006; MacKinnon 1994). Thus, the established fundamental sentiments will be used as a baseline for this study in order to obtain the deflection score.

Cultural Dictionaries: Heise and colleagues have collected over 700 social identities, 600 social behaviors, 400 emotions and trait terms and 200 social setting in order to create cultural dictionaries. These dictionaries are created by taking the average ratings of each concept's EPA dimensions. These EPA ratings for each of these concepts create the established fundamental sentiments and transient impressions for the INTERACT software program. The cultural dictionaries are specific to different cultures (Heise 1997).

Transient Impressions: These are a momentary affective meaning resulting from action, generated by processes of impression-formation. The transient impressions come from the actual interaction that has occurred between the actor and the object (Heise 2007).

Impression Formation: These are new affective meanings of actor, behavior, object, and setting emerging from an action (Heise 2007: 146)

Deflection: This is described as the (numerical) difference between the transient impression and fundamental sentiment. Deflection may refer to a discrepancy on a single EPA dimension, or to the sum of an entity's discrepancies on all three EPA dimension, or to the discrepancies on EPA dimensions summed over all entities in an action (Heise 2007: 145). (See Appendix E for the deflection mathematical equation).

Event: This is the actually social interaction which occurs between individual actors. A simple ***Event*** consists of three components: ***Actor***

(identity), ***Behavior*** (action), and ***Object*** (identity) (A-B-O). A simple event is a short statement illustrating the interaction between the actor and the object (i.e., Mother Hugs Child.). A more complex event will contain the *Actor, Behavior, Object, and Setting*. The event and the components of the event are rated on three dimensions, evaluation, potency, and activity.

INTERACT: This is a computer software program developed by Dr. David Heise in 1978 that implements affect control theory for the purpose of analyzing social interaction (Heise 1997).

Re-identification: This is replacement of an individual's fundamental sentiment to better account from recent actions. This may be accomplished by assigning a new identity to the individual, or by amalgamating a modifier with the individual's current identity, where the modifier specifies a trait, mood, status characteristic, or moral condition (Heise 2007: 146).

Self-identification: This is how the participants understand their identity. Stets (2006) identifies three different identities: social identities, role identities, and person identities. Self-identification is the person's identity. Stets defines person identities as, ". . . the set of meanings that are tied to and sustain the self as individual rather than sustaining a group or role" (2066: 90). Thus, self-identification is how the participants' in the BIPP understand their individual self.

Situated Identities: These are a persons' self-identity during a given time and place (MacKinnon 1994).

Negative Identity or Stigmatized Identity: This is an identity that is measured with a negative evaluation on the Evaluation dimension of the EPA ratings. In other words, identities which are viewed closer to bad/awful are considered negative identities.

Batterers' Intervention and Prevention Program (BIPP): A psycho-educational curriculum designed to teach perpetrators of IPV non-violent ways of interactions with their partners, to take accountability and responsibility for their violent interactions, and education participants about the dynamics surrounding IPV.

Data Analysis

Quantitative Analysis

The data collected were analyzed using two different software programs SPSS (Statistical Package for Social Sciences) version 19.0 and INTERACT (see Appendix F details on INTERACT) software program for Affect Control Theory. More specifically SPSS was used for descriptive statistics and to conduct t-tests. A one sample t-test was used in order determine if the participants' Time 1 transient impressions deflection scores differ from the established fundamental sentiments deflection scores. The one sample t-test was also used again at Time 2, in order to determine if the participants' transient impressions deflection scores at Time 2 differ from the established fundamental sentiments deflection scores. A paired sample t-tests were used in order to determine if there was a difference

between participants' transient impressions deflection scores at Time 1 and Time 2. INTERACT was used in order to obtain the established fundamental sentiments and deflection scores for items located in Section B, to determine if the self-identified identities were considered stigmatized identities items listed in Section D, to determine the identities listed in INTERACT from the numbers from the EPA scales in Section D, and to determine the appropriate emotion displayed by INTERACT in Section C. The deflection scores were analyzed by manually using the deflection formula (see Appendix E for formula).

Qualitative Analysis

Data collected from the open-ended questions were analyzed using qualitative research methods. The data were first coded to search for the feeling/emotional words (i.e., mad, angry, sad, etc.), behavioral words (i.e., fight, slap, apologize, etc.), and to determine which person within the event was identified from the batterers' perspective as the actor and the object. Once the patterns of emotions, behaviors, and the actor and object identifications started to emerge and were consistent, this information was used to construct events (Actor-Behavior-Object) and entered into INTERACT. Based on the events, INTERACT predicted emotions and behaviors for the actor and the object. The emotions and behavior predictions were compared to the participants' described feelings and behaviors about the event. INTERACT predicted a range of words for emotions and behaviors for each event. This study reports INTERACT's

predictions in a manner that is consistent with how their presentation in the ACT literature (DeCoster 2002; Heise and Weir 1999; Heise and Thomas 1989; Schneider and Heise 1999; Sewell and Heise 2010).

INTERACT quantifies emotions and behaviors based off the event that has been entered. INTERACT tries to maintain the sentiments for both the actor and the object. In order to maintain the sentiments between the actor and the object INTERACT predicts varies emotions and behaviors based on the numerical value for each predicted emotion and behavior that will continue to maintain these sentiments. For example in the following event: *Remorseful (.20, -.21, -1.32) Husband (1.74, 1.41, 1.13) Defend Wife (2.29, 1.44, 1.53),* this event produces the following numerical amalgamation sentiment boxes for both a remorseful Husband (.69, .51, -.17) and Wife (.66, .72, .79). This amalgamation sentiment .69, .51, -.17, is the sentiment associated with a remorseful husband, as not all of the events will have a mood modifier—*remorseful*, however, each event will have amalgamation sentiments for each actor and object. INTERACT predicted the following emotion *Furious (.29)* and behavior *Confer with (.97).* The numbers listed after the predicted behaviors are the ones with the best numerical fit in order to maintain the sentiments for a remorseful husband (for further information about INTERACT see http://www.indiana.edu/~socpsy/public_files/InteractGuide.pdf).

Each open-ended question was also analyzed for common themes and patterns in the data. When common statements or patterns started to appear these

were identified as common themes and were viewed as the participants' perspectives. There were several a priori themes that were identified from the literature on batterers (minimization of violence, blaming the victim, and accountability and responsibility) which also guided the development of patterns and themes. The open-ended question allowed the participants to express their feelings and at times they also described their behavior. This provided the participants with a voice about the violent incident, their partner, and particularly allowed them express their viewpoint about having to attend BIPPs.

CHAPTER IV

QUANTITATIVE RESEARCH FINDINGS

Introduction

The purpose of this chapter is to examine the quantitative findings to address the question of whether or not participants experience a change in affect while attending BIPPs. The first section of this chapter provides a summary of demographic characteristics of the participants and their partners for Time 1 and Time 2. This is followed by a discussion of the research questions and hypotheses. The qualitative findings are summarized in Chapter 5.

Characteristics of Participants

At Time 1, 43 participants returned the instrument. The instrument was distributed to participants during their BIPPs orientations. Table 1 indicates that at Time 1 the participants in the study were mainly white males (56%), with a mean age of 35 years (s.d. 9.32), have a high school diploma/GED (33%) or some college (30%). In addition 35 percent reported they were currently married, while 23 percent reported they are currently living with someone. Their partner with whom the violent incident had occurred tended to be white (56%), female (88 %), with a mean age of 33 years (s.d. 8.75), and had some college (33%) or a high school diploma/GED (30%). The majority (38%) of the participants indicated they had been with their partner between 12 to 24 months before the violent

incident occurred and at the time of the initial completion of the instrument 56 percent of the participants were currently with the same partner.

Table 1 indicates that at Time 2, 84 percent (N=28) of the initial participants returned the second distribution of the instrument after 18 weeks of BIPPs attendance. The participants at Time 2 were white males (30%), with mean age of 36 years (s.d. 8.98), had some college (36%) or some a bachelor's degree (29%), and 43 percent indicated they are currently married, while 21 percent indicated they are divorced. The partners with whom the violent incident occurred were white (30%), with a mean age of 34 years (s.d. 8.68), and had some college (39%) or had a high school diploma/GED (25%). Thirty-six percent of the participants indicated they were with partner between 12 to 24 months before the violent incident occurred, 50 percent were currently with the same partner, and 36 percent indicated they were no longer with their partner with whom the violence occurred. There were some slight differences between the participants at Time 1 and Time 2 however the differences were not significant. The participants at Time 1 and Time 2 differed in educational level and marital status. At Time 2, the majority of the participants had some college or had a Bachelor's degree while at Time 1 the majority of the participants had a high school diploma/GED or some college. Also at Time 2, the majority of the participants were married or divorced, while at Time 1 the majority of the participants were married (35%) or living with someone (23%).

Table 1. Descriptive Statistics of Participants at Time 1 (N=43) and Time 2 (N=28)

Characteristic	Mean	SD
Participants' Age (T1)	34.93	9.32
Participants' Partners' Age (T1)	32.74	8.75
Participants' Age (T2)	36.14	8.98
Participants' Partners' Age (T2)	34.46	8.68

	Time 1		Time 2	
Participants' Race/Ethnicity:	N	%	N	%
African-American/black	11	25.6	10	23.3
Hispanic/Latino	5	11.6	3	7.0
White	24	55.8	13	30.2
Other	3	7.0	2	4.7
Partners' Race/Ethnicity				
African-American/black	10	23.3	6	14.0
Hispanic/Latino	5	11.6	5	11.6
White	24	55.8	13	30.1
Other	4	9.3	2	4.7
Partner's Gender				
Female	38	88.4	23	82.1
Male	5	11.6	4	14.3
Participants' Educational Level				
Some High School	3	7.0	5	17.9
High School Diploma/GED	14	32.6	3	10.7
Some College	13	30.2	10	35.7
Bachelor's Degree	11	25.6	8	28.6
Master's Degree	1	2.3	1	3.6
Other	1	2.3	1	3.6
Partners' Educational Level				
Some High School	4	9.3	2	7.1
High School Diploma/GED	13	30.2	7	25.0
Some College	14	32.6	11	39.3
Bachelor's Degree	8	18.6	5	17.9
Master's Degree	3	7.0	2	7.1
Other	1	2.3	1	3.6
Participants' Marital Status				
Single-Never Married	7	16.3	5	17.9
Married	15	34.9	12	42.9
Divorced	7	16.3	6	21.4
Separated	4	9.3	2	7.1
Living with someone	10	23.3	3	10.7

Continued

Currently with partner				
Yes	24	55.8	14	50.0
No	16	37.2	10	35.7
Did not Respond	3	7.0	4	14.3
Length of time with partner				
Less than 12 months	6	14.3	3	10.7
12 months to 24 months	16	38.1	10	35.7
25 months to 36 months	5	11.6	4	14.3
37 months to 48 months	1	2.4	1	3.6
49 months+	14	32.6	9	32.2
Did not Respond	1	2.3	1	2.3

Research Questions and Hypotheses

Research Question 1

Research Question 1 asked do participants' experiences in the BIPPs cause a change in their initial affect? Table 2 indicates that at Time 1 and Time 2 the paired sample t test failed to reveal a statistically reliable difference between the deflection score means of Time 1 and Time 2. For example for pair 1, comparison statement 2 at Time 1 mean deflection score and Time 2 mean deflection score provided the following results, t= 1.37, df = 28 and p=.181. This illustrates that in this case the change between the means at Time 1 and Time 2 is not statistically significant.

Table 2. Time 1 & 2 Participants' Transient Impressions Statement Deflection Scores Comparison

Statements	Means	SD	t	df	P
Statement 2	6.07	23.41	1.37	27	.181
Statement 3	9 .11	67.26	.71	27	.480
Statement 4	1.79	30.47	.31	27	.757
Statement 5	-3.07	42.88	-.37	27	.708
Statement 6	3.64	72.89	.26	27	.794
Statement 7	-2.14	67.44	-.16	27	.867
Statement 8	1.95	64.30	.16	27	.873
Statement 9	4.20	22.38	.99	27	.329
Statement 10	-3.69	51.51	-.37	27	.707
Statement 11	6.43	31.49	1.08	27	.290
Statement 12	3.55	53.67	.35	27	.729
Statement 13	1.98	24.96	.42	27	.678
Statement 14	-.95	25.20	-.20	27	.843

t = Paired t-statistic, df = degrees of freedom, and p = p-value (two-tailed test)
*p≤.05 **p≤.01 ***p≤.001

Hypothesis 1

H1: At Time 1 (0-9 weeks in BIPPs), participants' transient impressions deflection scores will differ from the fundamental sentiments deflection scores. Participants' transient impressions deflection scores appear to differ from the established fundamental sentiments deflection scores at time one, thus the null is rejected. Table 3a illustrates that when the behavior was considered positive towards the object the established fundamental sentiment deflection scores were much greater than the participants' transient impression scores. According to affect control theory, the smaller the deflection scores the greater the likelihood for this event to occur. The scale for the deflection score ranges from 0 to 30+. A deflection score between 0 to 10 indicates that the event is likely to occur. A

score ranging between 11-20 indicates that the event is less likely to occur. An event that produces a deflection score 25 or higher is least likely to occur and the theory suggests that the event would need to be redefined. In the study, the modifier *abusive* was included for the established fundamental sentiments. Affect control theory defines modifier as a mood which is specific to certain character trait, for example an abusive man. The reason for including the modifier *abusive* is that all of the participants attending the BIPPs were required to attend BIPPs as a condition of their probation for committing the crime of domestic violence. Therefore, these individuals have been identified within society as abusive, although they do not recognize this identity. It is evident that the participants did not recognize an *abusive* trait as part of their identity at Time 1 because of the low deflection scores towards positive behaviors and the high deflection scores towards negative behaviors in comparison to the established fundamental sentiments. The lack of identification as abusive is also seen in the findings from the qualitative research.

In Table 3a, the statement: *(Abusive) Boyfriend Kisses Girlfriend*, the established fundamental sentiment deflection score was 23.9 compared to the participants' transient impression deflection score of 19.2. According to the established fundamental sentiment deflection score this event is less likely to occur. The deflection score for the participants' transient impression indicates that this event is more likely to occur from their viewpoint. An exception to the

participants' transient impression score being less than the established fundamental sentiment deflection score occurred in the following statement: *(Abusive) Man (emotionally) Supports Woman.* The established fundamental sentiment deflection score was 12.3 and the participants' transient impressions deflection score was 26.3. This indicates that based on the established fundamental sentiment deflection score the likelihood of this event occurring is good, however, based on the deflection score from the participants, this event is least likely to occur. The findings also indicated that when the behavior was considered negative towards the object, the established fundamental sentiments deflection scores were less than the participants' transient impressions deflection scores. In the following statement: *(Abusive) Man Slaps Woman*, the established fundamental sentiment deflection score was 11.1, indicating a high likelihood for this event to occur. This was opposite of the participants' transient impressions deflection score of 30.7, indicating that this event is least likely to occur. The interpretation of this event would make sense that an abusive man would slap a woman, which is why the deflection score produces a low number. However, since the participants do not identify with the term *abusive* then from their perspective the social interaction of a *man slaps woman* would not make sense due to their not identifying as abusive. This finding is consistent with the ACT literature. The established fundamental sentiments deflection scores represents an ideal interaction. However, during an actual interaction, the sentiments towards

the actor and the object are temporary but still try to closely align with the fundamental sentiments.

Table 3a. Time 1--Comparison of Participants' Transient Impressions to Established Fundament Sentiments

Statements	Transient Impressions Deflection Scores	Established Fundamental Sentiments Deflection Scores	Difference
Man Cuddles Partner	22.1	25.9	3.8
Husband Hits Wife	91.2	15.3	-75.9
Boyfriend Embraces Partner	23.2	27.7	4.5
[a]Husband Sweet-talks Wife	6.7	12.1	5.4
[a]Man Controls Woman	34.4	10.7	-23.7
Husband Yells at Partner	37.5	13.7	-23.8
Boyfriend Threatens Girlfriend	34.2	17.0	-17.2
Husband Hugs Wife	16.4	24.3	7.9
Boyfriend Shoves Girlfriend	30.0	15.5	-14.5
Man Slaps Woman	30.8	11.1	-19.7
Boyfriend Punches Partner	44.3	14.7	-29.6
[ab]Man (emotionally) Support Woman	26.3	12.3	-14.0
Boyfriend Kisses Girlfriend	19.2	23.9	4.6

Indiana 2002-2004 cultural dictionary used unless otherwise noted; EPA ratings are based off male ratings; settings for all events take place in the home (E=2.43, P=2.05, A=0.70); the institution is the Family; advanced deflection scores were used by addition the emotion for abusive person (E=-3.26, P=-.38, A=1.81)
[a]Data from North Carolina 1978 cultural dictionary used, home setting (E=2.69, P=1.86, A=-.74), abusive emotion (E=-2.07, P=.21, A=1.04)
[b]Participants were not asked to provide an EPA profile rating for emotional

Hypothesis 2

H2: At Time 1 (0-9 weeks in the BIPPS) participants' transient impression deflection scores are more likely to be further away from the fundamental sentiments. Table 3b presents the findings for the Time 1 one-sample t-test. The findings indicate that there was a statistically reliable difference between the participants' Time 1 transient impression means deflection scores for the statements and the deflection scores for the established fundamental sentiments. Thus, the null hypothesis is rejected. For example, at Time 1 the participants' transient impression means deflection scores for statement 2 provided the following results, $t= 9.42$, $df= 42$, $p\leq .000$. The test values for each statement are the mean deflections scores for the established fundamental sentiments (test values; see Appendix G). The test values were used at Time 1 to determine whether or not there were differences between the participants' mean deflection scores of their transient impressions and the mean deflection scores of the fundamental sentiments at Time 1. The participants' transient impressions were further away from the established fundamental sentiments which indicate that those events were less likely to occur. This finding would also indicate that participants' mean transient impressions do not align with the mean fundamental sentiments, therefore, the sentiments that the participants have towards the actor, the behavior, and the object differ from the generalized population with these events at Time 1.

Table 3b. Time 1 Participants' Transient Impressions Statement Deflection Scores and Established Fundamental Sentiments Comparison

Statements Difference	t	df	P	Mean
Statement 2	9.46	42	.000***	23.42
Statement 3	16.28	42	.000***	89.97
Statement 4	5.18	42	.000***	14.19
Statement 5	6.34	42	.000***	30.98
Statement 6	8.06	42	.000***	50.83
Statement 7	14.84	42	.000***	77.31
Statement 8	13.30	42	.000***	70.17
Statement 9	4.49	42	.000***	11.69
Statement 10	12.45	42	.000***	63.89
Statement 11	24.48	42	.000***	74.10
Statement 12	16.22	42	.000***	85.56
Statement 13	16.61	42	.000***	35.52
Statement 14	13.88	42	.000***	21.07

t = one- sample t-statistic, df = degree of freedom, p = p value (two-tailed test)
*p≤.05, **p≤.01, ***p≤.001

Hypothesis 3

H3: At Time 2 (18 weeks and beyond in the BIPPS) participants' deflection scores are more likely to be closer to the established fundamental sentiments. According to Table 3c, the participants' transient impressions at Time 2 were not closer to the fundamental sentiments therefore the null hypothesis is not rejected. There was a statistically significant reliable difference between the participants' transient impressions means deflection scores at Time 2 and the established fundamental sentiments mean deflection scores. For example, at Time 2 the participants' mean deflection scores for the transient impression for statement 2 provided the following results, t=5.65, df = 28, p =≤ .000. The results

are shown in Table 3c. The test values for each statement are the mean deflections scores for the established fundamental sentiments. The test values were used at Time 2 in order to determine whether or not there was a difference between the participants' transient impression mean deflection scores at Time 2 and the mean deflection scores of the fundamental sentiments.

Table 3c. Time 2 Participants' Transient Impressions Statement Deflection Scores and Established Fundamental Sentiments Comparison

Statements Difference	t	df	P	Mean
Statement 2	5.65	28	.000***	15.42
Statement 3	9.45	28	.000***	81.86
Statement 4	2.53	28	.000***	11.71
Statement 5	5.40	28	.000***	31.20
Statement 6	4.60	28	.000***	46.79
Statement 7	9.14	28	.000***	77.06
Statement 8	8.93	28	.000***	70.31
Statement 9	2.03	28	.000***	6.43
Statement 10	10.50	28	.000***	70.27
Statement 11	13.67	28	.000***	68.82
Statement 12	10.79	28	.000***	84.81
Statement 13	9.42	28	.000***	30.54
Statement 14	5.18	28	.000***	21.22

t = one-sample t-statistic, df = degrees of freedom, and p = p-value (two-tailed test)
*p≤.05 **p≤.01 ***p≤.001

Hypothesis 4

H4: Participants' mean deflection score for the transient impressions at Time 1 will differ from their mean deflection score for their transient impressions at Time 2. Table 3d, presents the mean differences of the participants' transient impressions deflection scores for Time 1 and Time 2. The findings indicate there

was not a statistically significant (t= .687, df = 11, p = .505), between the participants' transient impression deflection scores at Time 1 and Time. Thus, the null hypothesis is not rejected.

Table 3d. Participants' Means Differences Comparison of Established Fundamental Sentiments from Time 1 and Time 2

Time 1 & 2 **Difference** Means	**t**	**df**	**P**	**Mean**
Difference	.687	11	.506	8.00

t = one-sample t-statistic, df= degrees of freedom, and p = p- value (two-tailed test)
*p≤.05, **p≤.01, ***p≤001

Research Question 2

Research question 2 asked which component in the interaction (*event: actor, behavior, object*) for the participants produces the highest EPA rating? Research conducted by Heise (2006) indicated that the actor component within the event would have the highest EPA profile rating. Table 4a indicates at Time 1, out of the thirteen statements (events), the actor's component EPA profile rating was highest in seven of the events. The object's component EPA profile rating of the event was the highest in five of the events.

Table 4b indicates at Time 2, out of the thirteen statements, the object's component EPA profile rating was the highest in seven of the events. The actor's component EPA profile rating was the highest in six of the events. This change in

the highest EPA profile rating would suggest that participants experienced a change in sentiments towards the actor and the object component of the event.

Hypothesis 5

H5: Within the Event, *actor, behavior, object*, the actor is more likely to have the highest deflection score compared to the behavior and the object at both Time 1 and Time 2. Table 4a indicates that at Time 1 within the Event, the *actor* component did not have the highest deflection scores within the event. Therefore the null hypothesis is not rejected. This indicates that the sentiment towards the identities of the actor and object can change. This also indicates that the sentiments towards the behavior component appear to be a little more stable than the sentiments towards the identities of the actor and the object. Table 4b indicates at Time 2, that there is a change in sentiments from the actor to the object. This, however, does not necessarily indicate that the change in sentiments is stable. Changes in sentiment during the transient impression can be considered temporary, as typically it takes more time in order for the sentiment which occurred during the transient impression to become part of the established fundamental sentiments (MacKinnon and Luke 2002).

Research Question 3

Research question 3 asked how do participants in the BIPPs view themselves as a result of attending the BIPPs? Do they identify as a negative

identity, or do they maintain their current identity throughout the program? This section will address the first part of research question four—Do they identify as a negative identity? Table 5a (see Appendix H) presents the participants' identities at Time 1 and INTERACT's EPA profile ratings for these identities. At Time 1, participants reported 234 different identities. According to ACT, concepts which score negative on the E (evaluation) dimension are considered negative or stigmatized concepts. The reported identities were entered into INTERACT, using the 2002-2004 Indiana cultural dictionary for the male EPA profile rating. Table 5a indicates that at Time 1, the most frequently self-reported identities were son (10%) (E= 2.12), father (8%) (E= 2.46), husband (8%) (E= 1.74), and friend (8%) (E= 2.75), which have positive ratings on the E (evaluation) dimension. The following self- reported identities, divorced (E= -1.86), ex-boyfriend (E= -.9), ex-husband (E= -1.46), pimp (E= -.68), and victim (E= -1.33) have negative ratings on the E dimension. Also presented in table 5a, at Time 1, one of the participants did report an identity as abusive, however INTERACT does not have EPA profile rating for abusive as an identity. Abusive is listed as a modifier in INTERACT and the EPA profile rating for abusive is -3.26, -.038, and 1.81. Abusive is a modifier as a mood which is specific to certain character trait, for example an abusive man.

Table 5b (see Appendix H) indicates at Time 2, there were 75 self-reported identities. The most frequently self-reported identities, man (12%) (E= .82),

husband (9%) (E= 1.74), and son (8%) (E= 2.12), also have positive E dimension profile ratings. At Time 2, the following self-reported identities divorced (E= -1.46) and ex-husband (E= -1.46) have a negative E dimension profile ratings. Time 2, none of the participants indicated they had an abusive identity. Therefore, participants did not view themselves as batterers or abusive at Time 2. This finding is consistent with the literature on BIPPs which indicated that batterers do not recognize or like the terms batterer or abusive (Goodrum et al. 2001). It is also important to note that batterer or abusive are both considered stigmatized identities. Research on ACT in regards to stigmatized identities indicates that persons who have been labeled with a stigmatized identity often times do not recognize this identity as part of their identity (Nelson 2006, 2008; Kroska and Harkness 2007).

I will now address the second part of research question four: "Do they identify as a negative identity, or do they maintain their current identity throughout the program?" Table 5c (see Appendix H) indicates that at Time 2, participants continued to maintain their identities from Time 1 in all settings. At Time 1 and Time 2, 50 percent of the participants listed the same "current" identity, 11 percent of participants did not list an identity at either time, and 39 percent listed a different identity from Time 1 to Time 2. Table 5d indicates that 57 percent of the participants listed the same "work" identity at Time 1 and Time 2, 14 percent did not list a work identity at either time, and 29 percent listed a different work

identity at Time 2. Table 5e indicates that 54 percent of participants claimed the same "home" identity at Time 1 and Time 2, 11 percent did not list an identity at either time, and 35 percent listed a different identity at Time 2. Table 5f indicates that 9 percent listed the same BIPPs identity at Time 1 and Time 2, 46 percent did not list an identity at either time, and 45 percent had a different identity.

Table 4a. Time 1 Highest EPA profile Component Rating from Statements

Statements	Deflection Score For Actor	Deflection Score For Behavior	Deflection Score for Object
Man Cuddles Partner	**13.2**	5.7	3.3
Husband Hits **Wife**	29.9	21.4	**39.9**
Boyfriend Embraces Partner	**12.6**	6.8	3.8
[a]Husband **Sweet-talks** Wife	.5	**5.6**	.7
[c]Man Controls **Woman**	9.6	2.1	**22.7**
Husband Yells at Partner	**16.3**	5.2	16.1
Boyfriend Threatens **Girlfriend**	11.7	4.8	**17.7**
Husband Hugs Wife	**6.5**	6.2	3.7
Boyfriend Shoves Girlfriend	4.6	6.0	**19.4**
Man Slaps Woman	**16.6**	8.8	5.3
Boyfriend Punches **Partner**	16.5	8.3	**19.5**
[a][b]**Man** (emotionally) Support Woman	**13.6**	6.4	6.4
Boyfriend Kisses Girlfriend	**15.7**	1.7	2.1

Indiana 2002-2004 cultural dictionary used unless otherwise noted; EPA ratings are based off male ratings; settings for all events take place in the home (E=2.43, P=2.05, A=0.70); the institution is the Family; advanced deflection scores were used by addition the emotion for abusive person (E=-3.26, P=-.38, A=1.81)

[a]Data from North Carolina 1978 cultural dictionary used, home setting (E=2.69, P=1.86, A=-.74), abusive emotion (E=-2.07, P=-.21, A=1.04)

[b]Participants were not asked to provide an EPA profile rating for emotional

Table 4b. Time 2 Highest EPA profile Component Rating from Statements

Statements	Deflection Score For Actor	Deflection Score For Behavior	Deflection Score for Object
Man Cuddles Partner	**9.6**	3.1	1.6
Husband Hits **Wife**	27.7	5.3	**47.6**
Boyfriend Embraces Partner	**9.2**	3.5	2.1
[a]Husband Sweet-talks **Wife**	1.0	5.2	**6.4**
[a]Man Controls **Woman**	12.7	2.5	**20.4**
Husband Yells at **Partner**	13.9	6.2	**35.8**
Boyfriend Threatens **Girlfriend**	9.7	5.8	**21.1**
Husband Hugs Wife	**4.2**	5.5	2.2
Boyfriend Shoves Girlfriend	11.1	6.4	**25.8**
Man Slaps Woman	**13.7**	6.1	5.7
Boyfriend Punches **Partner**	14.9	10.6	**21.0**
[ab]**Man** (emotionally) Support Woman	**14.1**	6.2	5.7
Boyfriend Kisses Girlfriend	**10.7**	.5	12.1

Indiana 2002-2004 cultural dictionary used unless otherwise noted; EPA ratings are based off male ratings; settings for all events take place in the home (E=2.43, P=2.05, A=0.70); the institution is the Family; advanced deflection scores were used by addition the emotion for abusive person (E=-3.26, P=-.38, A=1.81)

[a]Data from North Carolina 1978 cultural dictionary used, home setting (E=2.69, P=1.86, A=-.74), abusive emotion (E=-2.07, P=.21, A=1.04)

[b]Participants were not asked to provide an EPA profile rating for emotional

Table 5g (see Appendix H) indicates at Time 1, participants provided EPA ratings for 114 of their chosen identities. At Time 1 29.8 percent of the identities were "current" identities. The most frequently reported "current" identity was Man with a mean EPA profile rating of E=3, P=3, A=3, which indicates extremely good, extremely powerful, and extremely active. At Time 1, one participant provided a negative E profile for their "current" identity—disabled (E= -3, P= -3, and A= -4). Based on the participant's EPA rating for their "current" identity of disabled, the E dimension of -3 indicates extremely bad, P dimension of -3 indicates extremely powerless, and A dimension of -4 infinitely active. At Time 1, 29.8 percent of the identities were "home" identities and the frequently reported "home" identity was Husband with a mean EPA profile rating of E=4, P=3, A=1, which indicates infinitely good, extremely powerful, and slightly active. At Time 1, no participants self-reported a negative E profile for their chosen "home" identity. At Time 1, 25.3 percent of the reported identities were "work" identities. "Hard-Worker" was the frequently reported "work" identity with a mean EPA profile rating of E=4, P=3, A=4, which indicates infinitely good, extremely powerful, and infinitely active. At Time 1, one participant provided a negative E profile for their "work" identity—Employee E=-1, P= 0, A= -3, which indicated slightly bad, neither powerful nor powerless, and extremely inactive. At Time 1, 12.3 percent of the reported identities were "BIPPs" identities. The frequently indicated "BIPPs" identity was Man with a

mean EPA profile rating of E= 3, P= 1, A= 0, which indicated extremely good, slightly good, and neither active nor inactive. Two participants provided negative E profiles for their BIPPs identity, Embarrassed E= -3, P= -4, A= 0 indicating their identity as extremely bad, infinitely powerless, and neither active nor inactive, Stranger E= -3, P= -3, A= -2 which indicates, extremely bad, extremely powerless, and quite inactive. Overall the participants' frequently chosen identities at Time 1 were not considered negative identities based on their EPA profile ratings. This indicates that the majority of the participants do not view themselves as having stigmatized identity. When persons do not identify as a stigmatized identity but have been labeled with this identity, it can produce a social interaction that needs to be re-defined, particularly if one of the actors interacts with another actor based on the stigmatized identity.

Table 5h (see Appendix H) indicates at Time 2, participants provided EPA ratings for 86 of their chosen identities. Twenty-nine percent of the reported identities were "current" identities. Man was the frequently reported "current" identity, with a mean EPA profile rating of E=3, P=3, A=3, which indicates, extremely good, extremely powerful, and extremely active. Presented in Table 5h at Time 2, 30 percent of the identities were "home" identities and husband was the frequently reported "home" identity, with a mean EPA profile rating of E=4, P=3, A=1, which indicates infinitely good, extremely powerful, and slightly active. At Time 2, no participants indicated a negative "home" identity. Table 5h

indicates that 27.9 percent of the identities were "work" identities and the most frequently reported "work" identity was Hard-Worker, with a mean EPA profile rating of E= 4, P= 3, A= 3, which indicates infinitely good, extremely powerful, and extremely active. Also presented in table 5h, 15 percent of the identities were "BIPPs" identities. The most frequently indicated "BIPPs" identity was Member with a mean EPA profile rating of E= 2, P= -2, A= -1, which indicates quite good, quite powerless, and slightly inactive. Participants did not indicate a negative "BIPPs" identity. Overall, participants at Time 1 and Time 2 did not self-report negative identities for their current, home, work, and BIPPs identities. For the most part, participants self-reported identities and EPA profile ratings, at Time 1 and Time 2, appear to maintain stable throughout their attendance in the BIPPs.

Hypothesis 6

H6: At Time 2 participants are more likely to self-identify as batterers while attending the BIPPs. Table 5j indicates that at Time 2, no participants self-identified as batterers or any other terminology indicating that they were abusive to the partner while attending the BIPPs. At Time 2, only 5.8 percent of participants provided a negative identity, however this identity was not associated with intimate partner violence.

Research Question 4

Research question 4 asked to what degree do participants in the BIPPs recognize their negative identity as batterers outside of the BIPPs? Table 5a indicates that at Time 1, less than 1 percent (.4%) of participants self-reported a batterer identity when asked to list ten different identities, one participant listed abusive. However, when participants were asked to choose and provide an EPA profile rating of a single identity in the following settings: current, home, work, and BIPPs, none of the participants indicated a batterer identity inside or out of BIPPs. Table 5b and 5h indicates that at Time 2, none of the participants self-reported or chose a batterer identity inside or outside of BIPPs.

Hypothesis 7

H7: At Time 1 and Time 2 all participants are less likely to self-identify as batterers outside of BIPPs. Tables 5g -5i (see Appendix H) indicates that at Time 1 and Time 2, none of the participants self-identify as batterers outside of BIPPs, thus the null hypothesis is rejected. These findings are consistent with the literature on batterers, as participants in BIPPs do not view themselves as batterers nor as abusive even after they had attended group sessions, as they did not associate themselves as batterers or abusive (Goodrum et al. 2001). Not acknowledging a stigmatized identity is also consistent with the literature on ACT, which indicates that persons who were viewed by society as having a

stigmatized identity did not recognize that they had a stigmatized identity and also failed to self-identify as a negative identities (Nelson 2008; Kroska and Harkness 2007).

Discussion

The overarching question is whether or not participants experience a change in affect from Time 1 to Time 2, 18 weeks later. The quantitative findings indicated that the participants change in affect is not statistically significant. However, which will be illustrated in Chapter V, the qualitative findings indicated that after attending 18 weeks or more of BIPP group sessions the participants appeared to experience changes in their affect. Abusive persons, according to the battering intervention programs, have not had the tools in order to participate in non-violent behavior. Therefore, to expect a significant measureable affective change within 18 weeks of participating in the BIPP groups would be a highly unlikely occurrence considering the participants have exhibited violent behavior longer than 18 weeks.

An underlying question was how do participants self-identify? Do they identify as a negative/stigmatized identity, do they recognize a batterers or an abusive identity? The findings indicated that for the most part participants did not self-identify as a negative identity at Time 1 or Time 2. The high deflection scores also provided an indication that the participants do not recognize their

stigmatized identities. The positive behavior events received low deflection scores from the participants which indicated that these events were likely to occur and the negative behavior events received high deflection scores from the participants which indicated that the events were less likely to occur. In comparison to the established fundamental sentiments, when the modifier *abusive* was added to the events, the opposite occurred. Those events which had positive behaviors produced high deflection scores, indicating that persons with an *abusive* character trait are least likely to have positive interactions with their partners. Those events which had negative behaviors produced low deflection scores, indicating that persons with an *abusive* character trait are more likely to engage in negative interactions with their partners. Thus, illustrating when the abusive character trait is not attributed to the actor, the negative behavior would appear to be strange and highly unlikely to occur due to producing a high deflection score. However if the stigmatized identity was recognized then this behavior would not appear to be strange, thus producing a low deflection score. These results can coincide with participants' minimizing the violence. This is important to note because it indicates that participants do not see themselves as an abusive persons, therefore, their social interactions are based on their chosen identities, not the stigmatized identity. While other individuals during the social interaction may recognize the stigmatized identity the participant does not recognize this identity, which could lead to misinterpretation of the social interaction. This can result in

the abusers/actors perceiving their actions as being justified, with the object/actors not being able to make sense of the situation, being surprised or stunned that the actor would present this type of behavior. However, if the object/actor has assigned the abusive character trait to the actor, then the actor's actions would make sense.

CHAPTER V

QUALITATIVE FINDINGS

This chapter provides a detailed analysis of the participants' responses to the open-ended questions to determine whether or not participants experience a change in affect after attending 18 weeks of BIPPs. This chapter used ACT's software program INTERACT in order to address the research questions.

Participants were asked to respond to three open-ended questions. The first section of this chapter will provide findings from the analyses of the participants' responses to each question at Time 1 and Time 2 and will address research question 2, which asked "Do participants' experiences in the BIPPs cause a change in their initial affect?" The second section of this chapter will discuss relevant themes from the analyses. Participants' quotations were left unedited.

Question 1—Time 1

Question 1 asked participants to please describe in their own words their feelings toward the incident that brought them to attend the BIPPs. The responses to this question were analyzed using INTERACT. In order to use INTERACT the events must be created by identifying an actor, behavior, and object (A B-O). The responses to question one were analyzed in order to determine what were

common behaviors seen across the responses, and also to determine which person the participant identified as the actor and the object. INTERACT predicted a range of words for the emotions and the behaviors needed in order to maintain the sentiments toward the actor and object within the event. Therefore, INTERACT uses a number combination in order to determine the correct number to maintain the sentiments of the actor and the object (see Appendix I). Hence, some words (emotions and behaviors) may not make sense for the actor and object to engage in. The premise of ACT is that persons will try to maintain their established sentiments during an interaction and if the interaction does not make sense to the observer, then the components of the interaction need to be re-defined. The first three predicted emotions and behaviors will be shown in this chapter (unless otherwise listed) and the remaining predicted emotions, behaviors, and numerical values will be shown in Appendix I**.** This is consistent with ACT's literature on predicted emotions and behaviors (DeCoster 2002; Heise and Weir 1999; Heise and Thomas 1989; Schneider and Heise 1995; Sewell and Heise 2010).

From the analysis of the participants' responses two prominent behaviors emerged. The first behavior which emerged was "fight." The participants indicated that their partners started the "fight." Thus, the participants' partner was considered the actor and the participant was considered the object. The participants' statements below reflect that they perceived that their partners had started the violence.

> Unfair because she started the violence but did not get in trouble (Participant #24)
>
> Mad because she started the fight (Participant #4)
>
> Angry because my wife started the fight (Participant #5)
>
> Angry she was violent towards me but nothing happened to her (Participant #16)
>
> Angry because I did not start the fight (Participant #20)

The events entered into INTERACT were wife(A) fight(B) husband(O) and girlfriend(A) fight(B) boyfriend(O). Table 6a (see Appendix I) indicates the predictions for the first event using the "fight" behavior was *wife fight husband* was entered into INTERACT, the program provided the following prediction for wife's emotions: *outraged, alarmed, irate, furious, angry, anxious,* and *mad.* The wife's behaviors were predicted as: *confer with, apologize to,* and *hold.* The husband's emotions were as: *nervous, terrified, flustered, impatient, worried, disapproving, scared, frightened, jealous,* and *annoyed*. The husband's behavior was predicted as *discipline, exonerate,* and *confront.*

Table 6b (see Appendix I) indicates the predictions for the second event using the "fight" behavior was *girlfriend fight boyfriend*, INTERACT predicted the following for girlfriend's emotions: *outraged, alarmed, irate, furious, angry, anxious,* and *mad*. The girlfriend's behaviors were predicted to be: *confer with, apologize to,* and *confide*. The boyfriend's emotions were predicted to be:

nervous, terrified, flustered, impatient, worried, frightened, scared, jealous, disapproving, annoyed, and *irked*. The boyfriend's behaviors were predicted to be: *discipline, confront,* and *exonerate*. It is interesting to note that the husband and the boyfriend's behavior both included discipline. Historically men were given full control to discipline their wives and children as they saw fit, which often times would include physical abuse towards their wives and children (Gelles and Straus 1988). INTERACT did predict the participants' behavior toward their partner but did not predict the participants' emotions as anger or mad, which the participants stated at Time 1. This illustrates that INTERACT is able predict the behavior. By predicting emotions and behaviors it allows to provide future responses to social interactions. Thus, when future events are present INTERACT is able to predict how the interaction will possibly occur. If INTERACT is able to accurately predict the behaviors of participants this could determine whether or not participants are practicing and/or maintaining non-violent behavior with their partners. The issue of not being able to predict accurately the emotions of participants, suggest that INTERACT needs to be updated and provide cultural dictionaries for diverse populations. The ACT literature also concurs that the cultural dictionaries need to be updated and new ones need to be created for INTERACT (Sewell and Heise 2010; Heise 2007; DeCoster 2002; MacKinnon 1994).

The second prominent behavior which emerged from the responses was "self-defense." Participants indicated their violence towards their partners was because they were defending themselves from their partners' violent actions. The statements below will illustrate the "self-defense" perception by the participants.

> Frustrated, aggravated that the argument got of hand. I tried to stop her from hitting me but her kid got in the way. It was really self-defense because she was trying to hit him; I didn't hit her back at all I only blocked her blows. (Participant #28)
>
> Angry because I was defending myself (Participant #2)
>
> Confused because I was only defending myself (Participant #6)
>
> Stressed out, because it was not my fault, she started the whole incident but I got in trouble I only defended me (Participant #25)

INTERACT does not include "self-defense" as a behavior. The closest word to "self-defense," which was also listed in the as object's predicted behavior above, was "defend." Defend was entered into INTERACT using the husband (A), wife (O), boyfriend (A), and girlfriend (O). Table 6c (see Appendix I) indicates the predictions for the first event entered into INTERACT with the "defend" behavior was *husband defend wife*. INTERACT provided the following predictions for the husband's emotions: *merry, charmed,* and *joyful*. The predictions for the husband's behavior were: *confess to, photograph,* and *glance to*. The predicted emotions for the wife: *self-conscious, no emotion,* and

nostalgic. The predicted behaviors for the wife*: sleep with, reply to,* and *join up with*.

Table 6d (see Appendix I) indicates the predictions for the second event entered into INTERACT for "defend" behavior was *boyfriend defend girlfriend*. INTERACT predicted the following emotions for boyfriend: *merry, pleased,* and *joyful*. The predictions for boyfriend's behavior were the following: *excuse, make eyes at,* and *confess to*. The girlfriend's predicted emotions: *self-conscious, no emotion,* and exasperated. The predicted behaviors for girlfriend were the following: *sleep with, warn,* and *exonerate*. These emotions and behaviors do not align with the ones listed by the participants. The word "defend" in INTERACT does not carry the same meaning as the participants indicated in their responses. INTERACT does not currently have the ability to provide alternate definitions for words is a potential problem in creating an assessment tool for BIPPs. This is also an indication that the cultural dictionaries need updating in order to secure new meaning of words or creating a cultural dictionary that is specific to different sub-cultures. INTERACT does currently have a cultural dictionary that is specific to Texas (see http://www.indiana.edu/~socpsy/ACT/index.htm for additional cultural dictionaries). The ACT literature indicates that while different cultures and sub-cultures may have the same words (i.e. mother, child, father), the sentiments for these words are different depending on the culture (Robinson and Smith-Lovin 2006; Smith-Lovin 1989; Osgood et .al 1957; Heise 2007).

Therefore, it is important to continue to add new cultural dictionaries as well as, update the dictionaries in order to reflect the different cultures, particularly since society continues to become more diverse, sentiments change, and definitions of words change. MacKinnon and Luke's (2002) study illustrates that there have been social and cultural changes in Canada which have affected in the way INTERACT is able to predict accurately emotions and behaviors.

Analyses were conducted using the following behavior, "retaliate against," which appears to be closer to "self-defense." Table 6e indicates the predictions for the first event entered into INTERACT was *husband retaliate against wife*. INTERACT predicated the husband's emotions as: *angry, alarmed, anxious,* and *mad*. The husband's behavior did not provide any predictions as INTERACT listed *No words in range*. The wife's emotions were predicted as: *scared, nervous, uneasy, despondent,* and *embarrassed*. INTERACT predicated the wife's behavior as: *heal, save, help,* and *defend*. When INTERACT has behaviors or emotions listed as *out of word range,* there are no retrievals for these emotions and/or behaviors. Out of word range also indicates there are no words that maintain the sentiments of the object and the actor and that a word that would be used to predict the emotion and behavior would appear to be highly unlikely to occur.

Table 6f indicates the predictions for the second event *boyfriend retaliate against girlfriend*. INTERACT predicated the following emotions for boyfriend:

alarmed, mad, irate, anxious, irate, outraged, hostile, shocked, and *angry*. The following boyfriend behaviors were predicted by INTERACT: *nestle, confer with,* and *answer*. The following emotions were predicted for girlfriend's emotions: *nervous, flustered,* and *terrified*. The following girlfriend's behaviors were predicted: *discipline, exonerate,* and *examine.*

In using "retaliate against" as the behavior for the participants the emotions were more aligned to the participants' responses, particularly since the majority of the participants indicated their actions were a reaction to their partner's initial violent behavior. The idea of self-defense or defending themselves against their partner because of the violence perpetrated on them by their partners is a consistent theme throughout the literature on intimate partner violence (Goodrum et al. 2001; Hamberger 1997; Craig et al. 2006; Rosenberg 2003; Scott and Wolfe 2000; Chovanec 2008; Buchbinder and Eisikovits 2008; Stamp and Sabourin 1995; Denzin 1984; Reitz 1999; Smith 2007). Although the emotions appear to be consistent with using the term "retaliate against," INTERACT is still lacking in concepts used by the participants, which indicates a need to continue to update INTERACT's cultural dictionaries.

The ability to predict emotions and behaviors is useful in that it 1) provides an additional tool for battering intervention programs to utilize to determine if their current curriculum is addressing the different types of behaviors that batterers may be experiencing, 2) allows for participants attending BIPPs to

determine whether or not they are experiencing a change in their behavior and emotions, and 3) provides predictions about future behavior based on different events. The ability to predict future behaviors allows for intervention if the outcome has the potential to become violent, or allows participants to recognize a potential outcome is violence and provides them with the opportunity to practice non-violent behavior skills.

When the identities of the actor and object were switched so that the actor was either the boyfriend or husband and the object was either girlfriend or wife and the behavior "fight" remained the same (*husband fight wife or boyfriend fight girlfriend),* an interesting result appeared. INTERACT predicted the emotions for actor as *outraged, alarmed, irate, furious, angry, anxious, and mad.* The predicted behavior was *out of word range*. The predicted emotions for the object were *nervous, terrified,* and *worried*. The predicted behavior was *defend, discipline,* and *exonerate* (see Table 6g. and Table 6h. in Appendix I). INTERACT treats it like a missing number and therefore, INTERACT is not able to predict either the behavior and/or emotion. When a word is listed *out of word range* it indicates that there are no words that maintain the sentiments of the object and the actor and that a word that would be used to predict the emotion and behavior would appear to be highly unlikely to occur.

Question 1—Time 2

In analyzing Question 1 at Time 2, it appears that the participants are starting to express some remorse about the violent act which occurred between the participants and their partners. In order to enter the event into INTERACT, the responses were analyzed for common behaviors and for participants' identification of the actors and object. The behavior which appeared throughout the responses at Time 2 was "slap." The following participants' responses indicate that they slapped their partner.

> Upset that I went that far with her. Typically we argue but I have never hit-get violent until that day, I slapped her but not hard (Participant #8)

> Sad because I allowed myself to become physical towards my girl; I never have seen myself as a violent person didn't think I would slap her (Participant #24)

> Less angry because I'm starting to understand the part I played in the violent incident. Still think it is unfair that I have attend classes and she does not (Participant #25)

> Sad, the incident went violently far and that I slapped her (Participant #26)

At Time 2 the participants identified themselves as the actor and their partner was the object. Therefore, the event entered into INTERACT was "actor-husband." A modifier of *remorseful* was used for husband since the participants did express sadness or less anger about the violence. The behavior for the event was "slap"

and the object was wife or girlfriend. Table 6i indicates the predictions for the first event entered into INTERACT for the "slap" behavior was *remorseful husband slap wife*. INTERACT predicted the following emotions for husband: *furious, outrage, irate, angry, alarmed,* and *hostile*. The predicted behavior for husband was *confer with*. INTERACT predicted the following for the wife's emotions: *nervous, terrified,* and *flustered*. The following were predicted for wife's behavior: *discipline, exonerate,* and *examine*.

Table 6j indicates the predictions for the second event entered into INTERACT for "slap" behavior was *remorseful boyfriend slap girlfriend*. INTERACT predicted the following emotions for boyfriend: *furious, outraged, irate, angry, alarmed,* and *hostile*. INTERACT was not able to predict behavior for boyfriend as it returned "*out of word range*." The emotions for predicted for girlfriend were the following: *nervous, terrified,* and *scared*. The behaviors predicted for girlfriend were the following: *discipline, exonerate,* and *examine*.

INTERACT's emotional predictions for the participants at Time 2 were not as accurate based upon the participants' responses. At Time 2, even with adding the modifier "remorseful" the participants' emotions do not match INTERACT. There are a number reasons why INTERACT was not able to predict emotions and behaviors accurately at Time 2. One reason is that INTERACT is using a cultural dictionary that is not specific to this sub-culture of batterers. Another reason is INTERACT's inability to provide an alternative way

of interpreting the events and the impact that mood modifier has on the participants in BIPPs. A final reason is that INTERACT cultural dictionaries need to be updated in order to reflect changes in social and cultural attitudes towards different identities, behaviors, and modifiers.

At Time 1, using content analysis in order to see the most commonly expressed emotion, 59 percent (N=32) of participants who responded to the question stated "angry/mad" as their feeling toward the violent incident that brought them to attend the BIPPs. The following statements illustrate the participants' emotions about having to attend the BIPPs.

> Mad that I allowed her actions to made me get physical with her. She made madder than any man b/c most of the time when you fight you are fight with her. With a man u say what u need to say and then u walk away. Woman just on other hand keep on nag about the issue. (Participant #1)
>
> Mad because she started the fight (Participant #4)
>
> Angry because I allowed her to make me want to slap her (Participant #7)
>
> Angry that allowed her to get me mad (Participant #19)

At Time 2, 6 percent (N=17) of the participants who responded to the question stated their emotion as angry/mad. Many of the participants indicated that they were less angry, "Less angry because I'm starting to understand the part I played in the violent incident. Still think it is unfair that I have attend classes and she does not" (Participant #24). This does indicate that there was a change in the way the participants felt about the violent incident. It provides indications that after 18

weeks or more of attending the BIPPs, participants appear to be able to express different types of emotions besides anger. The following responses indicate that the participants were able to express different emotions beside "angry/mad" about the violent incident:

> Afraid of losing her and losing control of her (Participant #21)
>
> Jealous of her relationships with her friends (Participant #15)
>
> Sad, that the incident went that far and that I slapped her (Participant #26)
>
> Sad because I allowed myself to become physical towards my girl; I never have seen myself as a violent person (Participant #24)
>
> Disappointed in myself, that I allowed myself to get violent (Participant #27)

One of the goals of the battering programs is to teach the participants to get in tune with their true emotions. The group sessions are designed to provide the participants a safe place to express their real emotions (Lindsey et al. 1993; http://ravenstl.org; Adams and Cayouette 2002; Pence and Paymar 1993).

Question 2- Time 1

Question 2 asked the participants to please describe in their own words their feelings towards the BIPPs group. INTERACT was not used to predict participants' emotions and behaviors towards the BIPP group because group was not an available identity for object. Participants who expressed "angry" appeared to be angry about being forced to attend BIPPs when they felt they were not the

only persons at "fault" and that their partner was the one who was violent. The participants' perception is that they were only defending themselves, however the participant got in "trouble" with the law for their actions of self-defense (the criminal justice system aspects will be addressed in the second section of this chapter). The following participants' statements illustrate their feelings towards having to attend BIPPs.

> Frustrated because I was not the only one at fault (Participant # 3)
>
> Mad because I should not be here alone, she should have to attend some type of counseling/anger management group (Participant # 5)
>
> Angry that I have to attend this group and she does not have to attend a group—even though she started the fight—feel like I am the only one who has to attend this group (Participant #18)
>
> Confused, I don't understand why I am the only person who has to attend the classes. I feel like I am being treated unfairly b/c I have attend the classes and she does not (Participant #27)

The participants blaming the victim is consistent with previous literature from the batterers' perspectives (Hamberger 1997; Craig, Robyak, Torosian and Hammer 2006; Rosenberg 2003; Scott and Wolfe 2000; Chovanec 2008; Buchbinder and Eisikovits 2008; Stamp and Sabourin 1995; Denzin 1984; Reitz 1999; Smith 2007; Gondolf and Hanneken 1987; Silvergleid and Mankowski 2006; Holtzworth-Munroe 2000; Goodrum, Umberson, Anderson 2001; Goodrum et al. 2001).

Another theme which appeared only in this area was the issue of time. Many of the participants were upset about having to "waste their time" by attending this program and one participant indicated it was a "waste of time and money." The batterers did not indicate whether or not the time attending the BIPPs would take away from their employment, family time, or personal time but many expressed emotions about the loss of time due to attending BIPPs.

> Frustrating because it a lot of my time to attend these groups and she does not have attend any type of group because she started it (Participant #7)

> Stressed because it takes a lot of time out of my day (Participant #11)

> Depressed that I have attend this group; I think I could be doing something else with my time; mad that I had to attend this group (Participant #22)

> Angry that I have attend these class because it is a waste of my time and money. I am not a violent person (Participant #24)

The loss of time resonated with many of the participants. Many of the BIPPs orientation sessions started at 4 pm, which means that participants may have had to take time off work in order to attend the orientation. This loss of time could also contribute to a loss of wages. Many of these BIPPs were able to accommodate participants with sessions that started at 6 pm and some sessions were offered on the weekends. Another factor that could possibly contribute to the participants feeling that they were losing time is that each group session is

held for two hours. Surprisingly, at Time 2, there was no mention of time as being a factor in regards to the participants' emotions.

On an interesting note, two participants did recognize that they had a problem and they needed to get help for their violent behaviors, Participant #5 (Time 1) stated, "Glad because I knew I had an issue with being violent, physically and verbally" and Participant # 25 (Time 1) stated, "I hope that it will help to me deal with my anger towards her. Nervous because of the connection to the legal system."

Question 2—Time 2

Through personal correspondence with BIPPs' group facilitators, many of them noted that typically between ten to twelve weeks participants start to feel like they are part of the group, they began to feel like they are members of the groups (Howard 2010; Vinson-O'Neal 2011; Williams 2012). Many of the participants indicated they were starting to feel comfortable within the group and feeling like a member of the group. The following statements show that the participants were starting to the feel like group members.

> Comfortable, now that I have been in the groups for a while. Trying to see changes in my behavior, I think I'm less angry (Participant #26)

> Comfortable, like I'm part of the group. Still not happy about having to attend but ok (Participant #28)

> Confused but start to feel like a member (Participant #20)

Changes in the participants' feeling towards BIPPs were evident from Time 1 to Time 2. The following participants' responses indicate a feeling of less anger towards attending the BIPPs and that the BIPPs have helped them to recognize their violent behavior is not acceptable.

> Comfortable, now that I have been in the groups for a while. Trying to see changes in my behavior, I think I'm less angry (Participant # 26)

> Calmer, about the incident, but still feel it is unfair that I have attend these classes and does not have attend any classes. The system is unfair b/c we both should have attend some type of classes. (Participant #24)

> Realized that it is not as connected to the legal system, that the persons who run the groups are not part of the system; I'm less nervous. I feel like I can deal with my anger more and trying understanding my emotions more. (Participant #25)

> Less angry, don't angry that much when I argue. I still get ticked off some but I don't get to where I hurt someone or myself. (Participant #27)

> Comfortable, like I'm part of the group. Still not happy about having to attend but ok (Participant #28)

The literature indicates that when the batterers felt like they are part of a group they are able to continue practicing their non-violent behaviors (Rosenberg 2003; Scott 2004; Gondolf and Hanneken 1987; Craig et al. 2006; Silvergleid and Mankowski 2006). This identity of being a group member was also seen in the quantitative portion of the questionnaire. When participants were asked to

indicate their BIPP identity at Time 2, 46 percent (N=13) of the participants who responded the question indicated their identity as "member." This chosen identity is consistent with those who wrote that they felt like a member of the BIPPs while at the same time indicating changes in their emotions.

At Time 1, in responding to question one, 47 percent (N=32) of the participants who responded to the question expressed an emotion of "angry/mad" at having to attend the BIPPs.

> Angry because it was not my fault (Participant #1)
>
> Angry because I am being forced to attend this group (Participant #4)
>
> Mad (Participant #6)
>
> Angry that I have to attend but she does not have to attend (Participant #16)

Thirty-eight percent (N=32) of participants who responded to the question also expressed feelings of unfairness at having to attend the BIPPs. The following statements illustrates that this unfairness was typically attributed to the fact that their partners did not have to attend any type of group for their behavior.

> Unfair, that I need to attend b/c it was self-defense and she was the one hitting not me but law does not see it that way. She was the one with the bruises, so therefore, I am at fault, though I was only blocking her blow. (Participant #28)
>
> Unfair because she was not made to attend the group too (Participant #13)

> Confused, I don't understand why I am the only person who has to attend the classes. I feel like I am being treated unfairly b/c I have attend the classes and he does not. (Participant #27)

At Time 2, 23 percent (N=17) of the participants who responded to the question indicated an emotion of" anger/mad" however it was typically qualified with "less angry." The following statements illustrate this feeling of "less angry."

> Less angry, don't angry that much when I argue. I still get ticked off some but I don't get to where I hurt someone or myself (Participant #27)

> Less angry because I'm starting to understand the part I played in the violent incident. Still think it is unfair that I have attend classes and she does not (Participant #25)

> Comfortable, now that I have been in the groups for a while. Trying to see changes in my behavior, I think I'm less angry (Participant #26)

At Time 2, 12 percent (N=17) of the participants who responded to the question indicated an emotion of unfairness towards attending the group. The perceived unfairness still appeared to stem from the issue that their partner did not have to attend any type of group, as the following statements illustrate.

> Calmer, about the incident, but still feel it is unfair that I have attend these classes and does not have attend any classes. The system is unfair b/c we both should have attend some type of classes (Participant #24)

> Still feel it is unfair that only I had to attend this group (Participant #13)

The participants' sentiment of unfairness towards attending the BIPPs appears to be a consistent reaction to the participants' partners not being "forced" to attend any type of groups and/or counseling. The participants indicated at Time 1 and Time 2 that their partners were violent also but the participant was the only one who was mandated to attend group.

Question 3—Time 1

Question 3 asked participants to please describe in their own words their feelings toward the partner with whom the violent incident occurred. Seventy-two percent (N=32) of participants who responded to the question indicated their emotion as angry/mad toward their partner. The participants' responses were analyzed in order to create an event which contained the A-B-O components in order for the event to be entered into INTERACT. Participants indicated that their anger toward their partner resulted from the issue that their partner had started the fight. The participants identified their partner as the actor, themselves as the object, and identified the behavior as fight. The participants' responses were very similar to their responses for Question 1. However, unlike the responses to Question 1, a majority (67%, N=32) of the participants did not indicate that they fought back with their partner due to "self-defense," rather, they only indicated that their partner had started the violence, as illustrated in the following statements.

> Angry with her right now about this whole violence thing because she violent also (Participant #25)
>
> Frustrated and angry at her b/c she was the one who was hitting; not me (Participant #28)
>
> Angry because she does not have attend a group and that she called the cops on me for nothing, when started the fight (Participant #23)
>
> Angry that she called the police about a private fight must attend group (Participant #19)
>
> Mad at her because we could have worked out our problems without the police involved (Participant #3)

Table 6a (see Appendix I) presents INTERACT's predictions the following for the event *wife fight husband*. The wife's emotions could be the following: *outraged, alarmed, irate, furious, angry, anxious,* and *mad*. The wife's behaviors were predicted as: *confer with, apologize to,* and *hold*. The husband's emotions were predicated as the following: *nervous, terrified,* and *flustered.* The husband's behavior was predicted as *discipline, exonerate,* and *confront*. Table 6b presents INTERACT's prediction for the following event using *girlfriend fight boyfriend*. INTERACT predicted the following for girlfriend's emotions: *outraged, alarmed, irate, furious, angry, anxious,* and *mad*. The girlfriend's behaviors were predicted to be: *confer with, apologize to,* and *confide*. The boyfriend's emotions were predicated to be: *nervous, terrified,* and *flustered*. The boyfriend's behaviors were predicated to be: *discipline, confront,* and *exonerate*.

INTERACT did predict the participants' response behavior toward their partner but did not predict the participants' emotions as "anger" or "mad," which the participants stated at Time 1. Blaming the victim for the perpetrator's violent actions is consistent with the literature and also consistent for perpetrators who have not started attending battering intervention programs (Hamberger 1997; Craig et al. 2006; Rosenberg 2003; Scott and Wolfe 2000; Chovanec 2008; Buchbinder and Eisikovits 2008; Stamp and Sabourin 1995; Denzin 1984; Reitz 1999; Smith 2007, Goodrum et al. 2001).

Question 3—Time 2

By 18 weeks or more into the BIPPs group sessions at least some participants appear to be accepting and recognizing their role in the violence and of the participants who responded to question three 24 percent (N=17) of the participants who responded to the question indicated that they were "less" angry/mad at their partner due to the violence. Some of the participants indicated that they had issues with violence, "Sad because I allowed myself to act towards in a violent way—I think I get it" (Participant #21), and appear to be accepting their responsibility towards the violence. This is also consistent with the literature in that participants begin to recognize their violent behavior and begin to start accepting and taking responsibility for the violence in their relationship (Gondolf and Hanneken 1987; Craig et al. 2006; Scott and Wolfe 2000; Rosenberg 2003; Scott 2004; Stamp and Sabourin 1995; Silvergleid and Mankowski 2006). The

following statements illustrate that the participants started to accept responsibility for the violence.

> I am starting to understand the role that my verbal abuse contributed to the violence, so I'm less angry with her. I still love and care about her (Participant # 28)
>
> Less angry with her b/c I shouldn't have slapped her (Participant #26)
>
> My wife has noticed the change, which makes me feel good about her. I'm less angry with her (Participant #27)
>
> Hurt that allowed myself to hurt her (Participant #19)

Even though many of the participants did indicate some responsibility and started to accept the role they played in the violence, there were several participants who still did not accept responsibility for the violence. Participant #27 (Time 2) stated, "Unsettled, still don't understand why I should take all the responsibility for the fight, I still love her but not really sure about this relationship." The participant at this point in the program has not taken responsibility for the fight but does indicate that he loves his partner and has doubts about the relationship. Participant #24 (Time 2) also did not accept responsibility for the violence but for allowing the whole the incident to move to an argument, "Mad that I allowed things to get out of hand. I should've kept calmer about the whole argument." This response does not acknowledge the physical violence nor does the participant accept responsibility for violence. INTERACT was not used in order

to predict participants emotions and behaviors for Time 2 because there was not a consistent pattern of behavior from the participants. The participants' identified behavior tended to vary.

Research question 1 asked do participants' experiences in BIPPs cause a change in their initial affect. The participants' responses from Time 1 to Time 2 do vary indicating that participants' affect did change after 18 weeks of attending BIPPs group sessions. This section contains responses by the same participants at Time 1 and Time 2. Many of the participants at Time 1 indicated that they were "angry/mad" about the incident that brought them to attend the BIPPs. However, after 18 weeks or more of attending the BIPPs group sessions many the participants indicated that they were "less angry" and even expressed remorse for their actions. The affective change was illustrated in the participants' responses to question 1 asked participants to please describe in their words their feelings toward the incident that brought you attend the BIPP. Participant #24 illustrates an affective change toward the incident. The participant's initial affect was one of "mad" and explaining that her nagging was the problem that caused him to get physical with her. At Time 2, 18 weeks later, he expressed sadness and was beginning to recognize his violent behavior toward his partner.

> Time 1: Mad that I allowed her actions to make me get physical with her. She made madder than any man b/c most of the time when you fight you are fight with her. With a man u say what u need to say and then u walk away. Woman just on other hand keep on nag about the issue.

> Time 2: Sad because I allowed myself to become physical towards my girl; I never have seen myself as a violent person.

Participant #26 also expressed an initial emotion of anger. He explains that the argument escalated. He describes it as starting off as hollering then pushing, and then he slapped her. At Time 2, he expresses sadness about the violence.

> Time 1: My ex-wife and I were arguing and I was hollering and it got further and further and to the point where I couldn't control it, my violence, and I hit once but, I didn't mean to hit her, it just the hollering went to pushing and then the next thing I knew I slapped her. I just got angry about the arguing and wanted it to stop.
>
> Time 2: Sad, that the incident went that far and that I slapped her.

The following statements indicated from participant #28 a change in his initial affect from frustration and aggravation to being ashamed about the violence.

> Time 1: Frustrated, aggravated that the argument got of hand. I tried to stop her from hitting me but her kid got in the way. It was really self-defense because she was trying to hit him; I didn't hit her back at all I only blocked her blows.
>
> Time 2: Ashamed that I provoked into hitting me, I was being mean verbally to her and I know that set her off into hitting me.

The participants' responses clearly indicate that after 18 weeks or more there was an initial change in their affect. The participants' change in affect moved from an initial affect of "angry" (-1.45, -0.3, 1.13), to "remorseful" (0.2,-.21, -1.32).

A change in affect was also illustrated in the participants' responses to the second question, which asked them to describe in their own words their feelings toward attending the BIPP groups. At Time 1, a majority (47%, N=32) of the participants expressed anger at being forced to attend BIPPs and 38 percent (N=32) of the participants expressed feelings of unfairness at having to attend BIPPs. Participant #21 initially expressed a feeling of anger at having to attend the groups. Eighteen weeks later he expressed an affect of "humbling" because his experience in attending the BIPP allowed him to understand his issues, as illustrated through his following statements.

Time 1: Angry because I have attend group

Time 2: Humbling experience because I am to see my issues

Participant #22 initially expressed an affect of being depressed and mad about having to attend this group. His reaction was based upon the loss of time. The BIPPs group sessions require participants to attend group sessions which are two hours per session. At Time 2, the participant affect was changed to compassionate because of the tools offered during BIPPs assisted him in learning new ways of handling stress.

> Time 1: Depressed that I have attend this group; I think I could be doing something else with my time; mad that I had to attend this group.
>
> Time 2: Compassionate because I am to learn a new way of dealing with my stress

Participant #26 did not have any initial affect at Time 1 about attending the BIPPs, however, at Time 2 he expressed feeling comfortable and less angry about attending group. The group has taught him to experience the changes in his behavior.

> Time 1: No feelings
>
> Time 2: Comfortable, now that I have been in the groups for a while. Trying to see changes in my behavior, I think I'm less angry

Although many of the participants did experience a change of affect after 18 weeks or more attendance, a significant number of the participants continued to express a sense of unfairness about having to attend the BIPPs while their partner was not required to attend any type of group. Participant #24 expressed anger initially and at Time 2 he was calmer about having to attend group. Despite the change in the initial affect from "angry" to "calmer" there is still the sentiment of unfairness about having to attend the group and his partner does not have to attend any type of group.

> Time 1: Angry that I have attend these class because it is a waste of my time and money. I am not a violent person.
>
> Time 2: Calmer, about the incident, but still feel it is unfair that I have attend these classes and does not have attend any classes. The system is unfair b/c we both should have attend some type of classes.

This same type of sentiment was also expressed by Participant #28. He initially felt it was unfair for him to have to attend group because the violence was initiated by his partner and at Time 2 he was still not happy about having to attend.

> Time 1: Unfair, that I need to attend b/c it was self-defense and she was the one hitting not me but law does not see it that way. She was the one with the bruises, so therefore, I am at fault, though I was only blocking her blow.
>
> Time 2: Comfortable, like I'm part of the group. Still not happy about having to attend but ok.

It is important to note that Participant #28 does feel comfortable about being in the group, as did many of the participants did. The literature illustrated that group culture is important in order to challenge the participants about their past and present abusive behaviors (Lindsey et al. 1993; Silvergleid and Mankowski 2006) and future behaviors in order to keep participants practicing non-violent behaviors (Rosenberg 2003; Scott 2004; Gondolf and Hanneken 1987; Craig et al. 2006; Silvergleid and Mankowski 2006).

A change in affect was illustrated in the participants' responses to question 3 which asked participants to please describe in their own words their feelings toward the partner with whom the violent incident occurred. Not surprisingly, at Time 1, majority (72%, N=32) of participants who responded to the question indicated they were "angry/mad" at their partner. At Time 2, 24 percent (N= 17)

of the participants who responded to the question expressed they were less "angry/mad" at their partners. Participant #21 indicated that at Time 1 he was angry because he considered the "fight" that he and his partner were having as a private matter and his partner actions for calling the police was the reason for the anger. At Time 2, he indicated that he was hurt because of his actions. He also appears to accept responsibility for his actions because he indicated that he allowed himself to hurt his partner.

> Time 1: Angry that she called the police about a private fight
>
> Time 2: Hurt that allowed myself to hurt her

Participant #28 indicated an initial affect of frustration and anger at his partner because his partner is the one that started the violence. At Time 2, he indicated that he is less angry and that he still loves his partner. The participant is also starting to accept responsibility for the verbal abuse and violence which is possibly showing a shift in sentiment towards his partner.

> Time 1: Frustrated and angry at her b/c she was the one who was hitting; not me.
>
> Time 2: I am starting to understand the role that my verbal abuse contributed to the violence, so I'm less angry with her. I still love and care about her.

Participant #25 also indicated an initial affect of anger towards his partner, which not surprisingly, extends from his partner starting the violence. At Time 2, the

participant indicated that he is less angry with his partner. The participant has even remarked that his wife has even noticed his change.

> Time 1: Angry with her right now about this whole violence thing because she violent also.
>
> Time 2: My wife has noticed the change, which makes me feel good about her. I'm less angry with her.

The change in affect indicates that participants attending group are learning about different emotions besides anger and are able to express this emotion. The literature noted that participants often times will state anger toward the violence and/or partner without being able to tap into the real feeling; however, after attending battering intervention programs the participants are able to express their true feelings towards their partner (http://ravenstl.org; Lindsey et al. 1993)

Core Themes

Participants' responses varied and provided unique insight into their feelings. Many of the participants typically provided one word emotional responses, while other participants did write small narratives to the questions. Four main themes emerged from the analysis: (1) *Blaming their partner*, (2) *Minimizing their violence,* (3) *Criminal justice system involvement,* and (4) *Lack of mandated group attendance by partner.* Previous literature provided a-priori themes from the batterers' perspective which does include blaming the victim, minimizing the violence, and criminal justice system involvement.

Blaming the Victim

Previous literature indicates that typically before they start attending BIPP, batterers will often blame the victim for the violence and claim that their partner is also at fault for the violence(Hamberger 1997; Craig et al. 2006; Rosenberg 2003; Scott and Wolfe 2000; Chovanec 2008; Buchbinder and Eisikovits 2008; Stamp and Sabourin 1995; Denzin 1984; Reitz 1999; Smith 2007; Gondolf and Hanneken 1987; Silvergleid and Mankowski 2006; Holtzworth-Munroe 2000; Goodrum et al. 2001; Goodrum et al. 2001). The batterers' perception is that the violence would not have occurred if their partner would not have done something to provoke the violence. Many of the participants indicated that their partners had become physical with them, which is the reason why they reacted back with violence. Participants illustrated this theme throughout their responses, particularly at Time 1.

> Unfair because she started the violence but did not get in trouble. Angry because it was not my fault (Participant #1)
>
> Frustrated because I was not the only one at fault (Participant #3)
>
> Angry because she kept getting my face and forced me to push her. (Participant #7)
>
> Stressed out, because it was not my fault, she started the whole incident but I got in trouble (Participant #25)
>
> Mad I allowed her actions to make me get physical with her. She made madder than any man b/c most of the time when you fight you are fight with her. With a man u say

> what u need to say and then u walk away. Woman just on other hand keep on nag about the issue. (Participant # 24)

At Time 2 participants began to recognize the role they played in the violence. In the BIPPs' curriculum there is a section that teaches the participants about honesty and accountability. From the participants' responses they illustrated that they have begun to accepting responsibility and accountability for the violence.

> Sad because I allowed myself to act towards in a violent way—I think I get it (Participant #21)

> Hurt that allowed myself to hurt her (Participant #19)

> Ashamed that I provoked into hitting me, I was being mean verbally to her and I know that set her off into hitting me (Participant #28)

> I am starting to understand the role that my verbal abuse contributed to the violence, so I'm less angry with her. I still love and care about her.
> (Participant #28)

The literature indicates that BIPPs' participants who successfully completed the program, indicated that while they were attending groups they began to accept accountability and responsibility for their actions (Gondolf and Hanneken 1987; Craig et al. 2006; Scott and Wolfe 2000; Rosenberg 2003; Scott 2004; Stamp and Sabourin 1995; Silvergleid and Mankowski 2006).

Minimization of Violence

Participants' responses at Time 1 indicated that the violence they inflicted on their partner was minimal or was justified because they were only defending

themselves from their partners' physical violence. When the participants indicated that their actions were only self-defense, very few of them indicated whether or not they used physical violence in order to defend themselves, thus, downplaying the violence they used towards their partner, as illustrated in the following statements.

> Frustrated, aggravated that the argument got of hand. I tried to stop her from hitting me but her kid got in the way. It was really self-defense because she was trying to hit him; I didn't hit her back at all I only blocked her blows. (Participant #28)

> My ex-wife and I were arguing and I was hollering and it got further and further and to the point where I couldn't control it, my violence, and I hit once but, I didn't mean to hit her, it just the hollering went to pushing and then the next thing I knew I slapped her. I just got angry about the arguing and wanted it to stop. (Participant #26)

> Upset that I went that far with her. Typically we argue but I have never hit until that day (Participant #8)

> Confused because I was only defending myself (Participant #9)

At Time 2, the majority of the participants did not write responses about self-defense, nor did they respond in great detail about the violence they committed toward their partner. This is illustrated through the following statements.

> Less angry because I'm starting to understand the part I played in the violent incident. Still think it is unfair that I have attend classes and she does not. (Participant #25)

> I am starting to understand the role that my verbal abuse contributed to the violence, so I'm less angry with her. I still love and care about her.
> (Participant #28)

> Sad because I allowed myself to act towards in a violent way—I think I get it (Participant #21)

Some of the participants' responses appear to still minimize the violent incident. The issue of minimizing the violence was illustrated in chapter IV, in regards to the participants mean deflection scores towards the positive and negative statements. There is the possibility that the participants do not want to recognize that they could have committed such a violent act towards their partners. There is an exercise that the participants are required to do which illustrates how their verbal abuse, emotional abuse, and physical abuse affects their partner not only physically but also their self-esteem (Howard 2010). The effort for the participants to fully recognize the effects of their violence will take time.

Criminal Justice System Unfair Treatment

Participants' treatment by the criminal justice system resonated with them, particularly at Time 1. Many of the participants felt it was unfair that they were required to attend a battering intervention program while their partners were not required to attend any type of counseling or groups. Many felt that it was unfair because they stated that their partners were also violent. The following

statements illustrate the participants' perception of the unfair treatment by the criminal justice system.

> I hope that it will help to me deal with my anger towards her. Nervous because of the connection to the legal system. (Participant #25)

> Angry that she called the police about a private fight must attend group (Participant #19)

> Unfair, that I need to attend b/c it was self-defense and she was the one hitting not me but law does not see it that way. She was the one with the bruises, so therefore, I am at fault, though I was only blocking her blow. (Participant #28)

> Resentment that she called the police on me, I'm in the system (Participant #22)

Typically, the participants that did mention some aspect of the criminal justice system did not mention anything about it at Time 2. However, Participant #24 stated this at Time 2,

> Calmer, about the incident, but still feel it is unfair that I have attend these classes and does not have attend any classes. The system is unfair b/c we both should have attend some type of classes.

Although, the participant did not make any indication at Time 1 about the "system" his statement demonstrates how relevant the involvement of the system is. Participant #25, who was "nervous" about the system seemed a little more at ease with the system at Time 2 stating, "Realized that it is not as connected to the legal system, that the persons who run the groups are not part of the system; I'm

less nervous. I feel like I can deal with my anger more and trying understanding my emotions more."

No Mandated Group Attendances by Partners

The majority of participants attending the BIPPs were required to attend BIPPs as a condition of their probation. Therefore, many of the participants felt that it was unfair that they were "mandated" to attend groups but their partners were not mandated to attend any type of counseling or group. Participants illustrated this perceived unfairness and anger at Time 1 and Time 2, as illustrated below through their following statements.

> Frustrating because it a lot of my time to attend these groups and she does not have attend any type of group because she started it. (Participant #7 at Time 1)

> Embarrassed that I have attend a group like this; it is unfair that she does not have attend anything (Participant #10 at Time 1)

> Confused, I don't understand why I am the only person who has to attend the classes. I feel like I am being treated unfairly b/c I have attend the classes and she does not (Participant #27 at Time 1)

> Calmer, about the incident, but still feel it is unfair that I have attend these classes and does not have attend any classes. The system is unfair b/c we both should have attend some type of classes. (Participant #24 at Time 2)

Discussion

The qualitative findings in this chapter indicate that participants attending the BIPPs appear to experience a change in their emotions after attending 18

weeks or more of group sessions. The participants indicated that before attending BIPPs they felt that their partner was to blame for the violence, identified their partner as the violent person, indicated that their partner initiated the violence, and the participant felt that they were only defending themselves. After participants attended 18 weeks or more of BIPPs group session, they showed changes in their feelings towards their partners and attending the BIPPs. A quarter of the participants indicated that they were "less angry/mad" at their partner for the violent incident. A quarter of the participants started to understand and accept responsibility for the violence they perpetrated against their partners. One-third of the participants expressed feelings of remorse towards their partners for the violence. However, they still continued to minimize the violence towards their partner. The minimization of violence could be linked to Walker's 1979 (2009) cycle of violence, particularly the honeymoon stage. The cycle of violence starts with an acute stage, where the abuse may be name calling, shoving, pushing. The violence then moves to the battering stage, where the physical violence can last from a couple of hours to days to weeks. The next cycle is the honeymoon stage, where the batterer apologizes and declares that the violence will never occur again. The next stage is calm and the cycle starts again. However, the honeymoon stage has been criticized as another form of manipulating the victim or using psychological/emotional violence during this time in order continue the power and control over the victim (Wolf-Smith and LaRossa 1992; Griffith 1995).

It is still possible that batterers are only remembering the apologies to their partner and the good things they did towards their partner, both of which occur during the honeymoon stage. This behavior would coincide with many of INTERACT's behavioral predictions of *apologize to*. This could lead to the participants' perception that it was unfair that they had to attend BIPPs while their partners did not have to attend any type of counseling based on them not recognizing their violence. Another possible explanation for participants minimizing the violence at Time 2 is that participants may have suppressed their feelings about the violence while attending the BIPPs.

INTERACT was able to predict emotions consistently at Time 1, however at Time 2, INTERACT did not accurately predict emotions. INTERACT also had some trouble in predicting behaviors at both Time 1 and Time 2. Some of the concern is that INTERACT cultural dictionaries have not been updated in over 10 years and that there is not a sub-cultural dictionary for batterers/abusers. This is a potential drawback for creating an assessment tool for batterers to determine if their sentiment towards their partners and violent behavior is changing, while they are attending BIPP groups. In order for INTERACT to accurately predict batterers' emotions and behaviors a new cultural dictionary must to be created.

Four common themes which emerged from the participants' responses: *blaming the victim, minimization of violence, unfair treatment by the criminal justice system*, and *no mandated group attendance for partners*. At Time 1,

participants blamed their partner for the violence. However, at Time 2, there was a change as a majority of the participants began to recognize their role in the violent interaction and the participants indicated that they had started the violence. Participants at Time 1 and Time 2 continued to minimize the violence they perpetrated against their partners. While at Time 1, participants spoke about the violence at Time 2, participants did not provide any details about the type of violence they committed toward their partner. Participants at Time 1 and Time 2 indicated that they felt their treatment by the criminal justice was unfair, particularly in regards to being mandated to attend BIPPs group sessions. Lastly, participants felt at Time 1 and Time 2 that it was unfair that they were the only one who was mandated to attend BIPPs. The participants felt the criminal justice system was unfair because the system mandated their attendance in the BIPP but did not mandate attendance by their partners who were also violent.

CHAPTER VI

CONCLUSION

This chapter summarizes and discusses the quantitative and qualitative findings and explains how these findings are intertwined through applying ACT. The chapter will also discuss the core themes, the implications of the findings for BIPPs, ACT, the limitations of the study, and future research.

Summary and Discussion

Quantitative and Qualitative Findings

The overarching research question was whether or not participants experienced a change in affect while attending the BIPPs. The quantitative findings indicated that the participants did not experience a statistically significant change in their affect from Time 1 to Time 2. The qualitative findings on the other hand, offer evidence from the participants' responses that they did experience an emotional change from Time 1 to Time 2. A majority of the participants at Time 2 indicated feelings of remorse about the violent incident and indicated feeling less angry/mad towards having to attend the BIPP group sessions. Participants also acknowledged the role they played within the violence and some of the participants appear to start accepting responsibility,

accountability, and developing empathy for their partners. The qualitative findings are encouraging for the BIPPs.

The quantitative findings indicated that at Time 1 participants' transient impressions means deflection scores did differ from the established fundamental sentiment mean deflection scores; however at Time 2, participants' transient impressions mean deflection scores did not appear to be closer to the established fundamental sentiments deflection scores. These findings are consistent with ACT research in that peoples' actual social interactions very rarely perfectly align with the established fundamental sentiments (Heise 1979, 1987, 2002, 2007; Smith-Lovin 1987; Robinson and Smith Lovin 2006; and Smith-Lovin 1990). ACT argues that peoples' goals are to create social interactions that will closely align with the established fundamental sentiments. When this does not happen a discrepancy/deflection occurs which can cause the interaction to appear strange or not make sense.

The participants' sentiments towards their partners appear to have changed from Time 1 to Time 2, which could indicate that the participants were beginning to develop empathy towards their partners. This was illustrated in the quantitative findings where at Time 1, participants' actor component deflection scores were higher than the object/actor component in the event (A-B-O) and Time 2 where the participants' object/actor component had higher deflection scores than the actor component. This change in sentiment was also demonstrated in the

qualitative findings, where participants express remorse for their violent actions toward their partners. However, the changes in sentiments should be viewed with cautious optimism because according to ACT, permanent changes in sentiments can take years to occur.

The maintenance of identity is central to ACT. The findings indicated that the majority of the participants' continued to maintain the same self-chosen identities (current, home, work) from Time 1 to Time 2. There was an exception in that the participants' BIPPs identities did change from Time 1 to Time 2. The majority of the participants at Time 2 indicated that they felt like a group member. This feeling of being a member of the group is important in order for participants to maintain non-violent behaviors (Rosenberg 2003; Scott 2004; Gondolf and Hanneken 1987; Craig et al. 2006; Silvergleid and Mankowski 2006). Group culture provides positive reinforcement while at the same time allowing the group members to challenge each other which contributes to the maintenance of non-violent behaviors.

Not surprisingly, none of the participants' self-chosen identities at Time 1 and Time 2 indicated that they were abusive or a batterer. Goodrum et al.'s (2001) findings indicated that batterers did not favor the term abusive or batterer because they did view themselves as a batterer. The findings from this study did not differ.

Core Themes

Four core themes emerged from the participants' responses. Two of the themes are consistent with the literature on batterers: *blaming the victim* and *minimization of violence*. At Time 2, the majority of the participants' responses indicated that they were beginning to understand that the violence they committed against their partner was not their partners' fault and their partner is not blame for the participants' actions. Research on IPV does indicate that during and after BIPPs group attendance participants began to accept their responsibility and accountability for the IPV (Gondolf and Hanneken 1987; Craig et al. 2006; Scott and Wolfe 2000; Rosenberg 2003; Scott 2004; Stamp and Sabourin 1995; Silvergleid and Mankowski 2006). This change from Time 1 and Time 2 perhaps indicates that participants are starting to develop empathy towards their partners. These differences from Time 1 and Time 2 also reflect changes within the participants' affect/sentiments. Once again these changes should be viewed with cautious optimism because an actual permanent change in sentiments can take years to occur (Heise 2007). The transient impressions indicate that changes in sentiment can be unstable because transient impressions are trying to maintain congruency with the established fundamental sentiments.

Minimization of violence also emerged from the participants' responses at Time 1. Many of the participants expressed that the violence was due to self-defense or that they only slapped their partner or had only hit their partner once.

Typically, with IPV there is not a one-time occurrence of violence in that the battering is a systematic pattern of violence. The participants at Time 2 still appeared to continue to minimize the violence because very few participants indicated the type of violence that occurred. At Time 2, it also appears as if participants avoided responding about the violence at all. The limited responses about violence at Time 2, in regards to ACT, may perhaps indicate that participants' sentiments towards the violent acts committed upon their partner may not have changed, which also indicates that sentiments tend to be extremely stable. Therefore, while participants may have acknowledged the violence and are no longer blaming their partner, this does not necessarily mean that their sentiment towards the violence has shifted or their sentiment towards the event has changed.

An interesting theme which emerged from the responses was the unfair treatment participants felt they had received by the criminal justice system or the "system." This perceived unfair treatment was due to their partners not being mandated to attend any type of group.

The last theme which emerged from the participants responses was that their partners were not mandated to attend any type of group. A majority of the participants felt that their partners should have had to attend group for their violent behavior at Time 1 and Time 2.

The common themes *blaming the victim* and *minimization of violence* have permeated the literature from the batterers' perspective and this was seen in this study as well. The other two themes c*riminal justice system unfair treatment* and *no mandated group attendances by partners* appear to be new emerging themes for the batterers. These new themes may have some basis in the coordinated community response to IPV which includes the involvement of the criminal justice system, as well as domestic violence, as part of this community. There are also two laws which have been controversial in nature; the no drop policy and the mandatory arrest policy. The no drop policy requires the prosecution of the batterer, despite what the victims want and often the victims are forced to testify against their perpetrators. The mandatory arrest in conjunction with the no-drop policy could provide some explanation of why participants continued to mention the criminal justice system. This theme is important because it does illustrate the impact of the criminal justice system on the batterer and also that the community response to IPV is taken seriously. This theme may also indicate that there is an opportunity to explore beyond the traditional standard of the victim equals female and the perpetrator equals male and probe into the question about the victim being violent and also the possibility of the victim being mandated to some type of program. However, caution needs to be performed in exploring this area due to batterers blaming the victim for the violence. The goal of safety for the victims must continue to top priority.

Implications

Implications for Batterers' Intervention and Prevention Programs

Affect control theory was used effectively as a theoretical framework in order to understand the batterers' perspective. Those who research BIPPs should look closely at the use of ACT as it appears to have strong potential as a useful theoretical framework. Affect control theory's INTERACT software program has the potential to lead to the development of as an effective assessment instrument for participants while they are attending the BIPPs. Lastly, battering intervention programs need to provide more education to the participants about police involvement, the role of police officer when they are called to a domestic violence scene and who the primary aggressor is.

Implications for Affect Control Theory

Affect control theory provided the means in order to determine change of affect among BIPPs participants and also predicted emotions and behaviors of the participants. There are some drawbacks in using INTERACT, as often the exact words used by the participants were not available in the Indiana 2002-04 cultural dictionaries and the words which were comparable to the participants did not have the same meaning intended by the participants. Affect control theory needs updated cultural dictionaries, needs to provide a cultural dictionary for batterers, and to provide words which offer alternate definitions. Several researchers

(Sewell and Heise 2010; Heise 2007; DeCoster 2002; MacKinnon 1994) have addressed the need for updating and adding to the stock of cultural dictionaries.

Despite the mixed results, ACT and INTERACT did provide an effective theoretical framework and the means to track changes in affect while attending battering intervention programs. There are promising opportunities to create assessment tools using ACT that would utilize INTERACT in order to determine participants' progress in group programs and to determine which programs are most appropriate for batterers' based upon their deflection scores.

Limitations

There are several limitations to this study. The primary limitations of the study were the small sample size and the fact the data were collected from males attending a Duluth Model BIPP in North and South Texas. A small and unrepresentative sample size does not allow for the findings to be generalized. Findings also could not be generalized to other BIPPs which used the Duluth Model or to other BIPPs which do not use the Duluth Model. The data were collected from males only and the findings could not be generalized to female BIPPs.

Although, all three programs used the Duluth Model's curriculum, there could be other factors which may influence the participants' responses. There could be differences in the group facilitators, such as differences in experience. For example, some facilitators may have more experience in conducting groups

than others. There may also be differences in participants,. For example, there may be participants who have attended some portion of the BIPP in the past or may be making up portions of the group that they missed.

Another limitation to the study resulted from the design. The design was a quasi-experimental design and therefore it is not a true experimental design as it lacked a control group. Campbell and Stanley (1963) pointed out that in a time-series quasi-experimental design the researcher fails to control for history. There is also the issue of attrition. Due to the fact that this design is not a "true" experimental design, there are also problems with generalization since the persons participating in this study are not in an experimental setting (Campbell and Stanley 1963). The nature of this study was based on participants' self-reporting. Finally, there is the issue of social desirability, therefore participants may have responded to questions based on what they thought I may have wanted written or responded in a positive manner.

Future Research

This research does contribute to IPV by providing a theoretical framework which can measure change among participants attending BIPPs and it contributes to the literature on ACT. There is still additional research which needs to be conducted on BIPPs and expanding the research on ACT.

Repeating this study with a larger sample can provide more effective generalization to the batterer population. A longitudinal study would provide an

important mechanism by which to see if BIPP participants are maintaining their new affect and sentiments towards their partner. Research that administers the instrument at additional time points is needed. A study that employs four time points would be optimal: Time 1 before participants start attending group sessions, Time 2 midpoint into the group sessions, Time 3 at the successful completion of the program, and Time 4 one year later. This type of study would also measure if participants are experiencing a change in their affect and if they are continuing to practice non-violent behaviors after leaving the BIPPs. In-depth interviews with the participants would provide for a clearer and better defined understanding of the participants' emotions and behaviors. The need for in-depth interviews was illustrated as a number of participants only provided one word responses to the open-ended questions. In-depth interviews would also provide a thick rich description of the participants' emotions and behaviors. This would provide an ability to enter an alternative chose of behavioral words to be entered into INTERACT for the event (A-B-O) and provide greater detail into understanding the participants' emotions towards their partner, the violent incident, and having to attend the BIPPs.

Batterers' intervention and prevention programs have diverse populations. Future research should repeat this study with BIPPs participants who were involved in a same-sex IPV and with females who are attending BIPPs. This would allow for the use of ACT and INTERACT with those groups. Future

research would need to be conducted on BIPPs programs which are longer than 27 weeks and programs which do not use the Duluth Model. This would allow for the development of a more complex assessment tool in order to assign participants to the appropriate BIPPs.

Another essential area for future research would be to update and create more diverse cultural dictionaries for the INTERACT software. The creation of a cultural dictionary for batterers would allow for the development of a BIPPs assessment tool. A batterers' cultural dictionary would also better predict emotions and behaviors for batterers and provide a baseline for participants entering BIPPs in order to measure change in affect as they move through the program.

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APPENDIX A
IRB Approval Letter Consent Form

TWU
TEXAS WOMAN'S UNIVERSITY
DENTON DALLAS HOUSTON

Institutional Review Board
Office of Research and Sponsored Programs
P.O. Box 425619, Denton, TX 76204-5619
940-898-3378 FAX 940-898-4416
e-mail: IRB@twu.edu

July 25, 2011

Dear Ms. Lockett:

Re: Understanding the Batterers' Perspective Through the Application of Affect Control Theory (Protocol #: 16730)

The above referenced study has been reviewed by the TWU Institutional Review Board (IRB) and appears to meet our requirements for the protection of individuals' rights.

If applicable, agency approval letters must be submitted to the IRB upon receipt PRIOR to any data collection at that agency. A copy of the approved consent form with the IRB approval stamp and a copy of the annual/final report are enclosed. Please use the consent form with the most recent approval date stamp when obtaining consent from your participants. The signed consent forms and final report must be filed with the Institutional Review Board at the completion of the study.

This approval is valid one year from July 8, 2011. Any modifications to this study must be submitted for review to the IRB using the Modification Request Form. Additionally, the IRB must be notified immediately of any unanticipated incidents. If you have any questions, please contact the TWU IRB.

Sincerely,

Kathy DeOrnellas, PhD.

Dr. Kathy DeOrnellas, Chair
Institutional Review Board - Denton

enc.

cc. Dr. James Williams, Department of Sociology & Social Work
Dr. James L. Williams, Department of Sociology & Social Work
Graduate School

APPENDIX B
Consent Form

TEXAS WOMAN'S UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

Title: Understanding the Batterers' Perspective Through the Application of Affect Control Theory

Investigator: Carlette P. Lockett Clockett@mail.twu.edu
940-898-2052
Advisor: James L. Williams, Ph.D. JWilliams2@mail.twu.edu
940-898-2051

Explanation and Purpose of the Research

You are being invited to participate in a research study for Ms. Carlette P. Lockett's dissertation at Texas Woman's University. The primary purpose of this study is to examine how you feel about intimate partner violence, the Batterers' Intervention and Prevention Program, and how you understand your self-identity. This study will also explore how you feel toward different identities and behaviors, and how you see yourself in different settings. You have been invited to participate in this study because you are a male and you are scheduled to start attending the Batterers' Intervention and Prevention Program groups sponsored by Hope's Door.

Description of Procedures

As a participant in this study you will be asked to complete a questionnaire at two different times while you are attending the Batterers' Intervention and Prevention Program. You will receive the same questionnaire 18 weeks later. The completion of the questionnaire should take 30 minutes per administration of the questionnaire for a maximum total commitment of one hour. You have been given an instrument packet that contains a card with my contact information, the consent form, a questionnaire, a self-addressed stamped envelope, and a referral resource list. I will be happy to answer any questions you have about the study before and after your complete the questionnaire. The first instrument packet will be provided to you at Hope's Door's batterers' intervention and prevention program orientation. The second instrument packet will be mailed to you. In order to receive the second instrument packet you are being asked to provide an address to where the instrument packet can be sent. You are being asked to complete and return the questionnaires in the self-addressed stamped envelope provided to you in this instrument packet. The questionnaire will be returned to the researcher. Your participation is voluntary. If you choose to participate then change your mind, you can stop at any point.

Potential Risks

Potential risks related to your participation include loss of confidentiality and anonymity, possibility of embarrassment, physical and/or psychological harm, fatigue, loss of time, topic of a sensitive nature, and invasion of privacy. Confidentiality will be protected to the extent that is allowed by the law. To help protect your confidentiality, please do not put your name on the questionnaire. An identification number, not your real name, will be used on the questionnaires. No one but the researcher will know your real name. I will not use your name or the name of anyone else who participated in this study in any presentations or publications that I do based on this research. I will store the consent letter separate from the questionnaires in a locked file cabinet in my home office. I will store the completed questionnaires in a locked file cabinet in my home office. Five years after I complete the study, I will shred the questionnaires and all electronic files will be deleted as well.

The questionnaire does contain questions of a sensitive nature. You may find that you feel embarrassed, experience some physical and/or psychological harm, and/or an invasion of privacy when you read some of the questions. You do not have to answer any questions that you do not want to answer and/or you can stop the study. If you feel the need to talk to a professional about your discomfort, the researcher has provided you with a list of referrals.

There is the risk of coercion. Your participation in this study is voluntary. Your choice of participating or not participating in this study will not affect the treatment you will receive.

Other risks in this study are fatigue and a loss of time. If you find that you are getting tired while completing the questionnaire, you may choose to take a break or terminate your participation at any point. The questionnaire should take no more than 30 minutes per completion time for each administration of the questionnaire with a total commitment time for the study of one hour. You can complete the questionnaire at your leisure and you can stop at any time.

The researchers will try to prevent any problem that could happen because of this research. You should let the researchers know at once if there is a problem and they will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you taking part in this research.

Participation and Benefits

Your participation in this research study is completely voluntary and you may withdraw from the study at any time. In order to be eligible to enter the drawing for the $50 gift card, participants will need to complete the questionnaire twice; at the first administration of the questionnaire and again 18 weeks later. Following the completion of the study, if you choose, you will be entered into a drawing for a chance to receive a $50 gift card for your participation.* If you would like a summary of the results of the study we will mail them to you. **

Questions Regarding the Study

If you have any questions about the research study you may ask the principal investigator and/or her advisor; their phone numbers are at the top of this form. If you have questions about your rights as a participant in this research or the way this study has been conducted, you may contact the Texas Woman's University Office of Research and Sponsored Programs at 940-898-3378 or via e-mail at IRB@twu.edu; or by mail at Office of Research and Sponsored Programs, Denton, Texas 76204.

_____ _____
Signature of Participant Date

Address:

_____

_____

_____
*If you would like to be entered into the drawing for a chance to win a $50 gift card please provide the following:

Email: _____
or
Address:
_____
_____
_____

**If you would like a summary of the results of this study tell us where you want them to be sent:

Email: _____
or
Address:
_____
_____
_____

APPENDIX C

Recruitment Script

Recruitment Script

Introduction:
My name is Patrice Lockett and I am a doctoral student in Sociology at Texas Woman's University. For my dissertation research, I am conducting a study which focuses how male participants in the Violence Intervention and Prevention Program experience emotional changes and how they self-identify while attending the program. Participation is voluntary and you may stop participating at any time without penalty.

Requirements of the study:
In order to be a participant in this study, you must be over the age of 18 and you must be between 0 to 9 weeks of group meeting attendance.

Methods
The instrument packet contains the following: a card with my contact information, consent form, a questionnaire, a self-addressed stamped envelope, and a referral list. You will receive the packet again 18 weeks after the first distribution. If you consent to participate, you will need to sign the consent form, complete and mail the questionnaire to me in the self-addressed stamped envelope provided for you. If you complete the questionnaire both times you will be eligible to enter into a drawing for a $50 gift card.

Confidentiality and Anonymity
To help protect your confidentiality, I will not use your real name nor the location of the Violence Intervention and Prevention Program group meetings, nor any other identifying information. In order to order to help protect your anonymity, I am distributing the instrument packets to all persons attending orientation.

Total time commitment
The maximum total time commitment in this study is estimated to be approximately 1 hour. This is approximately 30 minutes to complete each questionnaire.

Location for instrument packet to be completed
The instrument packet will be given to you to take home and mail back to me one week later, if you choose to participate in the study.

Contact Information
My card is in the instrument packet. Please feel free to contact me at any time, if you phone number are included on the card.

****I will answer any questions that they may have during this recruitment script.**

Appendix D

Batterers' Intervention and Prevention Program Questionnaire

This questionnaire asks you to read some words and/or phrases and think about what they mean.
I would like you to rate each of the words and/or phrases on 3 scales. ***Below is an example using the concept Mother.***

The first scale asks about good and bad. You should place an ***X*** *in one of the nine lines between the words "bad/awful" on the left and "good/nice" on the right to tell how good/nice you think the concept is. The more "bad/awful" you think the concept of Mother is the closer your* ***X*** *should be to the left. The more "good/nice" you think the concept of Mother is the closer your* ***X*** *should to the right.*

In the example, ***Mother*** *is considered quite good.*

The second scale asks about power and size. How powerful or powerless you think a concept is.
In the example, ***Mother*** *is considered slightly powerful.*

The third scale asks about speed, noise, and activity. How fast, slow, noisy, quiet, active or inactive you think a concept is.
In the example, ***Mother*** *is considered slightly active.*

Mother

Bad/Awful ____:____:____:____:____:____:__X__:____:____ *Good/Nice*

Powerless/Little ____:____:____:____:____:__X__:____:____:____ *Powerful/Big*

Slow/Quiet/Inactive ____:____:____:____:____:__X__:____:____:____ *Fast/Noisy/Active*

Please make sure to put an ***X*** *on every scale. Do not omit any. Do not put more than one* ***X*** *on a scale. In the phrases you are considered the first person listed in each phrase; therefore you are to consider yourself as the boyfriend, the husband, or the man.*
The second person listed in the phrase is your intimate partner; therefore your intimate partner is the girlfriend, the wife, or the partner.
Each of the phrases takes place within the home.

Section A

Please remember to place only one X in each scale and do not omit any.

1. ***Man***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

2. ***Controls***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

3. ***Woman***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

4. ***Husband***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

5. ***Yells***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

6. ***Wife***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

7. ***Boyfriend***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

8. ***Girlfriend***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

9. ***Sweet-talks***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

10. ***Shoves***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

11. ***Threatens***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

12. ***Hugs***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

13. ***Punches***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

14. ***Slaps***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

15. ***Humiliates***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

16. ***Cuddles***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

17. ***Supports***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

18. ***Hits***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

19. ***Partner***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

20. ***Kiss***

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

INSTRUCTIONS FOR SECTION B

This questionnaire asks you to read some phrases and think about what they mean. I would like you to rate each of the words contained in the phrases on 3 scales. ***Below is an example.***

The first scale asks about good and bad. You should place an ***X*** *in one of the nine lines between the words "bad/awful" on the left and "good/nice" on the right to tell how good/nice you think the concept is. The more "bad/awful" you think the concept of Mother is the closer your* ***X*** *should be to the left. The more "good/nice" you think the concept of Mother is the closer your* ***X*** *should to the right.*
In the example, ***Mother*** *is considered is quite good,* ***Hugs*** *is considered quite good, and* ***Child*** *is considered slightly good.*

The second scale ask about power and size. How powerful or powerless you think a concept is.
In the example, ***Mother*** *is considered slightly powerful,* ***Hugs*** *is considered quite powerful, and* ***Child*** *is considered slightly powerless.*

The third scale ask about speed, noise, and activity. How fast, slow, noisy, quiet, active or inactive you think a concept is.
In the example, ***Mother*** *is considered slightly active,* ***Hugs*** *is considered slightly active, and* ***Child*** *quite active.*

Mother Hugs Child

Mother

Bad/Awful ___:___:___:___:___:___:__X__:___:___ *Good/Nice*

Powerless/Little ___:___:___:___:___:__X__:___:___:___ *Powerful/Big*

Slow/Quiet/Inactive ___:___:___:___:___:__X__:___:___:___ *Fast/Noisy/Active*

Hugs

Bad/Awful ___:___:___:___:___:___:__X__:___:___ *Good/Nice*

Powerless/Little ___:___:___:___:___:___:__X__:___:___ *Powerful/Big*

Slow/Quiet/Inactive ___:___:___:___:___:__X__:___:___:___ *Fast/Noisy/Active*

Child

Bad/Awful ___:___:___:___:___:__X__:___:___:___ *Good/Nice*

Powerless/Little ___:___:___:__X__:___:___:___:___:___ *Powerful/Big*

Slow/Quiet/Inactive ___:___:___:___:___:___:__X__:___:___ *Fast/Noisy/Active*

Please make sure to put an ***X*** *every scale. Do not omit any. Do not put more than one* ***X*** *on a scale. In each phrase you are considered the first person listed in each phrase; therefore you are to consider yourself as the boyfriend, the husband, and the man.*
The second person listed in the phrase is your intimate partner; therefore your intimate partner is the girlfriend, the wife, and partner.
Each of the phrases takes place within the home.

Section B

Please remember to place only one X in each scale and do not omit any.

21. ***Boyfriend Humiliates Girlfriend***

Boyfriend

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Humiliates

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Girlfriend

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

22. ***Man Cuddles Partner***

Man

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Cuddles

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Partner

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

23. ***Husband Hits Wife***

Husband

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Hits

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Wife

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

24. ***Boyfriend Embraces Partner***

Boyfriend

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Embraces

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Partner

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

25. ***Husband Sweet-talks Wife***

Husband

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Sweet-talks

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Wife

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

26. ***Man Controls Woman***

Man

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Controls

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Woman

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

27. ***Husband Yells at Partner***

Husband

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Yells

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Partner

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

28. ***Boyfriend Threatens Girlfriend***

Boyfriend

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Threatens

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Girlfriend

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

29. ***Husband Hugs Wife***

Husband

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Hugs

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Wife

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

30. ***Boyfriend Shoves Girlfriend***

Boyfriend

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Shoves

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Girlfriend

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

31. ***Man Slaps Woman***

Man

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Slaps

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Woman

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

32. ***Boyfriend Punches Partner***

Boyfriend

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Punches

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Partner

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

33. ***Man Emotionally Supports Woman***

Man

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Supports

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Woman

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

34. ***Boyfriend Kisses Girlfriend***

Boyfriend

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Kiss

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Girlfriend

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Section C

This section asks you to describe your feelings toward different events in your own words.

1. Please describe in your own words your feelings toward the incident that brought you attend the VIPP:

2. Please describe in your own words your feelings toward attending the VIPP groups:

3. Describe in your own words your feelings toward the partner with whom the violent incident occurred:

Section D

1. In this section I would like to ask you a few questions about how you see yourself in different settings.

This first question is the broadest: **Who are you?** (for example: child, mother, daughter, etc.)
Please try and answer this question 10 times below providing different identities each time:

a. _____
b. _____
c. _____
d. _____
5. _____
e. _____
f. _____
g. _____
h. _____
i._____

2. Now, please go back and consider which of these words or phrases *Feels Most Like You Now.*

Please circle that word and rate the identity you circled.

(My Circled Identity)

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

3. Now describe your identity at home, and rate the identity you have chosen on the scale:

What single word or phrase best describes you at *Home* ?

_____

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

4. Now describe your identity at your work place, and rate the identity you have chosen on the scale:

What single word or phrase best describes you at *Work*?

_____

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

5. And, now please describe your identity during the VIPP meetings, and rate the identity you have chosen on the scale:

What single word or phrase best describes you during the *VIPP meetings*?

_____

Bad/Awful ____:____:____:____:____:____:____:____:____ Good/Nice

Powerless/Little ____:____:____:____:____:____:____:____:____ Powerful/Big

Slow/Quiet/Inactive ____:____:____:____:____:____:____:____:____ Fast/Noisy/Active

Section E--Background Information

I would like to ask some basic information about you and your partner. The questions that pertain to your partner are about the partner that brought you to attend the Violence Intervention and Prevention Program.

Instructions: Some questions need you to write out your answers. Other questions need you to place a check in the most appropriate answer.

1. What is your Age?

_____

2. What is your Partner's Age?

_____

3. What is your Race/Ethnicity?

_____

5. What is your Partner's Race/Ethnicity?

_____

6. What is the highest level of education you have completed?

_____ Some High School (but did not complete high school)
_____ High School Diploma/GED
_____ Some College
_____ Bachelor's Degree
_____ Master's Degree
_____ Other _____

7. What is the highest level of education completed by your Partner?

_____ Some High School (but did not complete high school)
_____ High School Diploma/GED
_____ Some College
_____ Bachelor's Degree
_____ Master's Degree
_____ Other _____

8. What is your current marital status?

_____ Single-never married
_____ Married
_____ Divorced
_____ Widowed
_____ Separated
_____ Living with someone

9. What is your partner's Gender?

_____ Female
_____ Male

10. How long were you with your partner before the violent incident that brought you to attend the VIPP groups

_____

11. Are you currently with the partner, with whom the violent incident occurred?

_____ Yes
_____ No

12. What date did you attend the Orientation?

_____

THANK YOU FOR SHARING THIS INFORMATION!! THE QUESTIONNAIRE IS COMPLETE.

Please make sure to include the consent letter with your questionnaire in the self-addressed envelope provided.

APPENDIX E

Power and Control Wheel

Duluth Model Power and Control Wheel (Pence and Paymar 1993).

APPENDIX F

Deflection Formula

Deflection Formula:

$$D= (A'_e - A_e)^2 + (A'_p - A_p)^2 + (A'_a - A_a)^2 + (B'_e - B_e)^2 + (B'_p - B_p)^2 + (B'_a - B_a)^2 + (O'_e - O_e)^2 + (O'_p - O_p)^2 + (O'_a - O_a)^2$$

A'_e = Actor fundamental sentiment Evaluation
A_e = Actor transient impression Evaluation
A'_p = Actor fundamental sentiment Potency
A_p = Actor transient impression Evaluation
A'_a = Actor fundamental sentiment Activity
A_a = Actor transient impression Activity

B'_e = Behavior fundamental sentiment Evaluation
B_e = Behavior transient impression Evaluation
B'_p = Behavior fundamental impression Potency
B_p = Behavior transient impression Potency
B'_a = Behavior fundamental impression Activity
B_a = Behavior transient impression Activity

O'_e = Object fundamental sentiment Evaluation
O_e = Object transient impression Evaluation
O'_p = Object fundamental sentiment Potency
O_p = Object transient impression Potency
O'_a = Object fundamental sentiment Activity
O_a = Object transient impression Activity

APPENDIX G

INTERACT

INTERACT

Interact is a computer program that describes what people might do in a given situation, how they might respond emotionally to events, and how they might attribute qualities or new identities to themselves and other interactants in order to account for unexpected happenings.

Interact achieves its results by employing multivariate non-linear equations that describe how events create impressions, by implementing a cybernetic model that represents people as maintaining cultural meanings through their actions and interpretations, and by incorporating repositories of cultural meanings. The program's predictions can be, and have been, tested in experimental and field studies, and results consistently support the validity of *Interact* simulations.

Interact first and foremost is a research tool for examining the implications of Affect Control Theory. While the theory is simple - people try to have experiences that confirm their basic sentiments - detailed application of the theory is complicated by computations and data processing, and *Interact* is required to keep analyses from getting bogged down.

URL: www.indiana.edu/~socpsy/ACT/interact.htm last updated April 17, 2011.

Dictionaries of Affective Meanings

Heise and colleagues have collected over 700 social identities, 600 social behaviors, 400 emotions and trait terms and 200 social setting in order to create cultural dictionaries. These dictionaries are created by taking the average ratings of each concept's EPA dimensions. These EPA ratings for each of these concepts create the established fundamental sentiments and transient impressions for the INTERACT software program. The cultural dictionaries are specific to different cultures. The cultural dictionaries consist of the following cultures/countries: U.S.A. Indiana, 2003, Texas 1998, North Carolina 1978, Canada, Ontario, 1980-86, Canada, Ontario 2001-03, Japan 1989-2002, Mainland China 1991, Germany 1989, and Northern Ireland 1977. There is also the project *Magellan* an ongoing research project collecting affective meanings around the world.

APPENDIX H

Test Values for each of statements at Time 1 and Time 2

Test Values for each of the Statements at Time 1 and Time 2

Statements	Value
Statement 2 Man Cuddles Partner	25.9
Statement 3 Husband Hits Wife	15.3
Statement 4 Boyfriend Embraces Partner	27.7
Statement 5 Husband Sweet-talks Wife	12.1
Statement 6 Man Controls Woman	10.7
Statement 7 Husband Yells At Partner	13.7
Statement 8 Boyfriend Threatens Girlfriend	17.0
Statement 9 Husband Hugs Wife	24.3
Statement 10 Boyfriend Shoves Girlfriend	15.5
Statement 11 Man Slaps Woman	11.1
Statement 12 Boyfriend Punches Partner	14.7
Statement 13 Man (emotionally) Supports Woman	12.3
Statement 14 Boyfriend Kisses Girlfriend	23.9

Values are the mean deflection scores for the Established Fundamental Sentiments

APPENDIX I

Participants' Self-Reported Identities at Time 1 and Time 2

5a. Time 1: Participants' Self-reported Identities and EPA profile ratings of Identities* from INTERACT (N=234)

Identities	Frequency	Percent	E	P	A
Abusive	1	.43	[a]N/P	N/P	N/P
Artist	1	.43	N/P	N/P	N/P
Best Friend	1	.43	3.2	2.34	1.73
Black	2	.85	N/P	N/P	N/P
Black-Male	2	.85	N/P	N/P	N/P
Black-Man	2	.85	N/P	N/P	N/P
Boyfriend	9	3.8	.71	1.25	.81
Brother	13	5.6	1.86	1.82	1.5
Cab Driver	1	.43	N/P	N/P	N/P
Christian	9	3.8	N/P	N/P	N/P
Church-Member	1	.43	N/P	N/P	N/P
Co-Worker	2	.85	.62	.13	.54
Dad	6	2.6	N/P	N/P	N/P
Deck-Hand	2	.85	N/P	N/P	N/P
Disabled	1	.43	N/P	N/P	N/P
Divorced	1	.43	-1.86	.52	-.27
Employee	1	.43	1.16	.48	.66
Employer	1	.43	1.27	1.94	1.09
Ex-boyfriend	1	.43	-.9	-.53	-.07
Ex-Husband	9	3.8	-1.46	-1.05	-.98
Ex-Marine	2	.85	N/P	N/P	N/P
Father	**19**	**8.1**	**2.46**	**2.54**	**.76**
Fishman	1	.43	N/P	N/P	N/P
[b]Frechman(sic)	1	.43	N/P	N/P	N/P
Free Spirit	1	.43	N/P	N/P	N/P
Frenchman	2	.85	N/P	N/P	N/P
Friend	**18**	**7.7**	**2.75**	**1.88**	**1.38**
Good Person	1	.43	N/P	N/P	N/P
Grandchild	1	.43	1.23	.48	1.14
Grandson	1	.43	1.85	.35	.95
Happy Person	1	.43	N/P	N/P	N/P
Hard-Worker	6	2.6	N/P	N/P	N/P
Honest Person	1	.43	N/P	N/P	N/P
Hunter	1	.43	N/P	N/P	N/P
Husband	**18**	**7.7**	**1.74**	**1.41**	**1.31**
[a]Huslter (sic)	1	.43	N/P	N/P	N/P
Individual	1	.43	N/P	N/P	N/P
Leader	2	.85	2.17	3.01	2.16
Lover	5	2.1	N/P	N/P	N/P
Man	13	5.6	.82	1.56	.86
Manager	3	1.3	.98	1.57	1.34
Mentor	2	.85	N/P	N/P	N/P
Musician	1	.43	N/P	N/P	N/P
Nephew	2	.85	2.11	.49	1.1
Partner	1	.43	2.16	1.64	.95
Person	1	.43	N/P	N/P	N/P

Pimp	1	.43	-.68	1.15	1.41
Provider	5	2.1	N/P	N/P	N/P
Rapper	1	.43	N/P	N/P	N/P
Retired	1	.43	1.4	-.25	-1.34
Singer	2	.85	N/P	N/P	N/P
Single	1	.43	N/P	N/P	N/P
Son	**23**	**9.8**	**2.12**	**1.81**	**1.89**
Step-dad	1	.43	N/P	N/P	N/P
Step-son	3	1.3	.78	.65	.86
Student	6	2.6	1.49	.31	.75
Supervisor	3	1.3	1.11	2.07	1.33
Talker	1	.43	N/P	N/P	N/P
Teacher's Aide	1	.43	N/P	N/P	N/P
Trucker-Driver	2	.85	N/P	N/P	N/P
Uncle	4	1.7	1.62	1.23	.67
Victim	1	.43	-1.33	-2.42	-1.61
West Indies	1	.43	N/P	N/P	N/P
Worker	5	2.1	1.4	.43	.8
Young	1	.43	N/P	N/P	N/P

* Indiana 2002-2004 cultural dictionary used unless otherwise noted; EPA ratings are based off male ratings[a] N/P indicates that these concepts (identities) were not listed in the Indiana 2002-2004 cultural dictionary

[b] Identities spellings remained the way participants spelled the word.

Table 5b. Time 2: Participants' Self-reported Identities and EPA profile ratings of Identities*from INTERACT (N=75)

Identities	Frequency	Percent	E	P	A
Artist	1	1.3	[a]N/P	N/P	N/P
Black	2	2.7	N/P	N/P	N/P
Black-Male	1	1.3	N/P	N/P	N/P
Black-Man	2	2.7	N/P	N/P	N/P
Boyfriend	3	4.0	.71	1.25	.81
Brother	3	4.0	1.86	1.82	1.5
Caring Individual	1	1.3	N/P	N/P	N/P
Christian	3	4.0	N/P	N/P	N/P
Dad	3	4.0	N/P	N/P	N/P
Disabled	1	1.3	N/P	N/P	N/P
Divorced	1	1.3	-1.86	.52	-.27
Ex-Husband	4	5.3	-1.46	-1.05	-.98
Father	5	6.7	2.46	2.54	.76
Free Spirit	1	1.3	N/P	N/P	N/P
Friend	1	1.3	2.46	2.54	1.38
Hard-Worker	3	4.0	N/P	N/P	N/P
Husband	**7**	**9.3**	**1.74**	**1.41**	**1.31**
Individual	1	1.3	N/P	N/P	N/P
Lover	1	1.3	N/P	N/P	N/P
Male	1	1.3	1.63	1.99	1.43
Man	**9**	**12.0**	**.82**	**1.56**	**.86**
Musician	1	1.3	N/P	N/P	N/P

Powerful	1	1.3	N/P	N/P	N/P
Smart	1	1.3	N/P	N/P	N/P
Son	**6**	**8.0**	**2.12**	**1.81**	**1.89**
Step-son	1	1.3	.78	.65	.86
Student	7	9.3	1.49	.31	.75
Supervisor	1	1.3	1.11	2.07	1.33
Worker	2	2.7	1.4	.43	.8
Young	1	1.3	N/P	N/P	N/P

* Indiana 2002-2004 cultural dictionary used unless otherwise noted; EPA ratings are based off male ratings

[a] N/P indicates that these concepts (identities) were not listed in the Indiana 2002-2004 cultural dictionary

Table 5c. Time 1 Participants Self-Reported Identities in Different Settings (N=118)

Self-Reported Identities	Frequency	Percent	E	P	A
Current Identity (N=35)					
Black Man	1	2.3	4	-3	3
Christian	6	14.0	4	4	3
Dad	1	2.3	4	4	4
Disabled	1	2.3	-3	-3	-4
Father	6	14.0	4	2	3
Foreigner	1	2.3	4	1	3
Free-Spirit	1	2.3	4	4	4
Friend	1	2.3	4	4	1
Hard-Worker	1	2.3	3	1	2
Husband	2	4.7	4	4	3
Leader	1	2.3	4	4	4
Man	7	16.3	4	4	3
Person	2	4.7	4	1	-1
Provider	1	2.3	-	-	-
Rapper	1	2.3	4	4	4
Single	1	2.3	4	4	1
N/A	8	18.6			
Home Identity (N=35)					
Boyfriend	4	9.3	4	4	2
Busy	1	2.3	4	4	-1
Dad	2	4.7	4	4	1
Father	7	16.3	4	4	1
Father/Husband	2	4.7	4	4	3
Husband	12	27.9	4	3	1
Introverted	1	2.3	4	4	-4
Man	1	2.3	4	3	3
Myself	1	2.3	4	4	0
Provider	2	4.7	4	3	1
Relaxed	1	2.3	4	3	3
The Man	1	2.3	4	4	4
N/A	8	18.6			
Work Identity (N=30)					
Business Man	1	2.3	3	4	3
Busy	1	2.3	4	3	3

Cab Driver	1	2.3	3	2	2
Deck-Hand	2	4.7	4	2	4
Dedicated	1	2.3	4	1	4
Employee	1	2.3	-1	0	-3
Focused	1	2.3	3	0	1
Hard-Worker	6	13.9	4	3	4
Manager	4	9.3	4	2	4
Not Working	1	2.3	-	-	-
Professional	3	7.0	4	3	3
Supervisor	3	7.0	4	4	4
Teacher	1	7.0	4	-3	3
Tired	1	2.3	3	2	2
Truck Driver	1	2.3	4	4	4
Worker	1	2.3	4	1	3
N/A	13	30.2			
BIPPs Identity (N=14)					
Embarrassed	1	2.3	-3	-4	0
Leader	1	2.3	4	3	0
Listener	1	2.3	0	0	0
Man	4	9.3	3	1	0
Member	2	4.7	3	-1	2
Out of Place	1	2.3	0	0	0
Quiet	3	7.0	1	0	1
Stranger	1	2.3	-3	-3	-2
N/A	29	67.4			

Table 5d. Time 2 Participants Self-Reported Identities in Different Settings (N=86)

Self-Reported Identities	Frequency	Percent	E	P	A
Current Identity (N=25)					
Christian	4	14.7	4	4	4
Disabled	1	3.6	-3	-3	-3
Father	3	10.7	4	2	3
Free-Spirit	1	3.6	4	4	4
Hard-Worker	2	7.1	3	3	2
Husband	2	7.1	4	3	3
Male	1	3.6	-2	4	4
Man	8	28.6	3	3	3
Person	2	7.1	4	1	-1
Student	2	7.1	4	3	2
N/A	3	10.7			
Home Identity (N=24)					
Boyfriend	2	7.1	2	2	2
Busy	1	3.6	4	4	-1
Caretaker	1	3.6	4	2	1
Dad	2	7.1	4	4	3
Father	4	14.3	4	3	1
Father/Husband	2	7.1	4	4	3
Husband	6	21.5	4	3	1

Introverted	1	3.6	4	4	-4
Man	2	7.1	4	4	3
Myself	1	3.6	4	4	4
Relaxed	1	3.6	4	3	3
N/A	5	17.9			
Work Identity (N=24)					
Business Man	1	3.6	3	4	3
Busy	1	3.6	4	3	3
Dedicated	1	3.6	4	1	4
Employee	3	10.7	1	1	0
Focused	1	3.6	3	0	1
Hard-Worker	7	25.0	4	4	3
Man	1	3.6	3	2	-3
Manager	3	10.7	1	2	3
Professional	2	7.1	4	3	3
Teacher	1	3.6	4	-3	3
Tired	1	3.6	3	2	2
Unemployed	1	3.6	-4	-4	-4
Waiter	1	3.6	4	2	4
N/A	4	13.7			
BIPPs Identity (N=13)					
Active	1	3.6	4	3	1
Listener	1	3.6	0	0	0
Man	1	3.6	3	2	2
Member	5	17.9	2	-2	0
None	1	3.6	0	0	0
Quiet	3	10.7	2	1	1
Vulnerable	1	3.6	3	1	2
N/A	15	53.6			

5e. Participants' "Current" Identity at Time 1 and Time 2 (N= 28)

ID Number	Identity Time 1	Identity Time 2
16	N/A	Husband
17	Man	Father
18	Father	Man
19	Father	Man
20	**Person**	**Person**
21	**Man**	**Man**
22	Husband	Male
23	Christian	Man
24	Friend	Man
25	Hard-Worker	Hard-Worker
26	**Man**	**Man**
27	**Disabled**	**Disabled**
28	**Christian**	**Christian**
29	Christian	Student
30	Man	Christian
31	**Christian**	**Christian**

32	Single	Student
33	**Man**	**Man**
34	**N/A**	**N/A**
35	**Husband**	**Husband**
36	**N/A**	**N/A**
37	**Free-Spirit**	**Free-Spirit**
38	**Father**	**Father**
39	**Father**	**Father**
40	**N/A**	**N/A**
41	**Person**	**Person**
42	**Man**	**Man**
43	**Christian**	**Christian**

50% of the participants listed the same "current" identity at Time 1 and Time 2
11% of participants did not list a "current" identity at Time 1 nor at Time 2
39% of participants listed a different "current" identity at Time 1 and Time 2

5f. Participants' "Work" Identity at Time 1 and Time 2 (N=28)

ID Number	Identity Time 1	Identity Time 2
16	**N/A**	**N/A**
17	Hard-Worker	Busy
18	Busy	Hard-Worker
19	N/A	Hard-Worker
20	**Dedicated**	**Dedicated**
21	**Business Man**	**Business Man**
22	**Manager**	**Manager**
23	Supervisor	Employee
24	Deck-Hand	Employee
25	**Focused**	**Focused**
26	**Hard-Worker**	**Hard-Worker**
27	N/A	Man
28	**Teacher**	**Teacher**
29	**Manager**	**Manager**
30	N/A	Unemployed
31	**Professional**	**Professional**
32	Manager	Waiter
33	**Tired**	**Tired**
34	**N/A**	**N/A**
35	**Hard-Worker**	**Hard-Worker**
36	**N/A**	**N/A**
37	**Employee**	**Employee**
38	**Hard-Worker**	**Hard-Worker**
39	**Manager**	**Manager**
40	**N/A**	**N/A**
41	**Hard-Worker**	**Hard-Worker**
42	**Hard-Worker**	**Hard-Worker**
43	**Professional**	**Professional**

57% of participants listed the same "work" identity at Time 1 and Time 2
14% of participants did not list a "work" identity at Time 1 nor at Time 2
29% of participants listed a different "work" identity at Time 1 and Time 2

5g. Participants' "Home" Identity at Time 1 and Time 2 (N=28)

ID Number	Identity Time 1	Identity Time 2
16	N/A	Dad
17	Father/Husband	Busy
18	Busy	Father
19	Husband	Father
20	**Introverted**	**Introverted**
21	**Husband**	**Husband**
22	**Husband**	**Husband**
23	Husband	Boyfriend
24	Boyfriend	N/A
25	**Husband**	**Husband**
26	**Father/Husband**	**Father/Husband**
27	**Husband**	**Husband**
28	Husband	Caretaker
29	Father	Dad
30	Father	Man
31	**Dad**	**Dad**
32	Dad	Husband
33	**Relaxed**	**Relaxed**
34	**N/A**	**N/A**
35	**Father**	**Father**
36	**N/A**	**N/A**
37	**Boyfriend**	**Boyfriend**
38	**Father**	**Father**
39	**Man**	**Man**
40	**N/A**	**N/A**
41	**Husband**	**Husband**
42	**Father**	**Father**
43	**Myself**	**Myself**

54% of participants listed the same "home" identity at Time 1 and Time 2
11% of participants did not list a "home" identity at Time 1 nor at Time 2
35% of participants listed a different "home" identity at Time 1 and Time 2

5h. Participants' "BIPPs" Identity at Time 1 and Time 2 (N=28)

ID Number	Identity Time 1	Identity Time 2
16	**N/A**	**N/A**
17	**N/A**	**N/A**
18	N/A	Member
19	N/A	Active
20	**N/A**	**N/A**
21	**Member**	**Member**
22	**N/A**	**N/A**
23	**Quiet**	**Quiet**
24	N/A	Vulnerable
25	N/A	Man
26	**N/A**	**N/A**

27	Man	N/A
28	**Listener**	**Listener**
29	**N/A**	**N/A**
30	**Member**	**Member**
31	Out of Place	None
32	N/A	Member
33	**N/A**	**N/A**
34	**N/A**	**N/A**
35	N/A	Quiet
36	N/A	N/A
37	N/A	Member
38	**N/A**	**N/A**
39	**N/A**	**N/A**
40	**N/A**	**N/A**
41	**N/A**	**N/A**
42	**N/A**	**N/A**
43	**Quiet**	**Quiet**

9% of participants listed the same "BIPP" identity at Time 1 and Time 2
46% did not list a "BIPP" identity Time 1 nor at Time 2
45% listed a different "BIPP" identity at Time 1 and Time 2

Table 5i. Time 1 Participants Self-Reported Setting Identities and EPA Profile Ratings

Current Identity (N=35)	**E**	**P**	**A**
Black-Man	4	-3	3
Christian	4	4	4
Christian	4	4	4
Christian	4	2	0
Christian	4	4	4
Christian	4	4	4
Christian	4	4	4
Dad	4	4	4
Disabled	**-3**	**-3**	**-4**
Father	3	1	3
Father	3	3	4
Father	4	1	3
Father	4	1	-1
Father	4	1	3
Father	3	3	4
Foreigner	4	1	3
Free-Spirit	4	4	4
Friend	4	4	1
Friend	4	4	1
Hard-Worker	3	1	2
Husband	3	3	2
Husband	4	1	3
Leader	4	4	4
Man	4	4	1
Man	4	4	3
Man	4	4	4
Man	4	4	3

Man	4	4	4
Man	3	3	4
Person	4	1	-1
Person	4	1	-1
Rapper	4	4	4
Single	4	4	1
Home Identity (N=35)			
Boyfriend	4	4	1
Boyfriend	4	3	3
Boyfriend	4	4	1
Boyfriend	4	4	4
Busy	4	4	-1
Dad	4	4	2
Dad	4	4	1
Father	4	3	3
Father	4	4	2
Father	4	4	4
Father	4	2	1
Father	4	4	-1
Father	4	4	-1
Father/Husband	4	4	2
Father/Husband	4	4	3
Husband	4	4	2
Husband	4	0	2
Husband	4	4	1
Husband	4	3	3
Husband	4	4	-4
Husband	4	4	4
Husband	4	1	0
Husband	4	2	1
Husband	4	0	2
Husband	4	0	2
Husband	4	4	2
Husband	4	4	-4
Introverted	4	4	-4
Man	4	3	3
Myself	4	4	0
Provider	4	4	2
Provider	4	2	1
Relaxed	4	3	3
The Man	4	4	4
Work Identity (N=30)			
Business Man	3	4	3
Busy	4	3	3
Cab Driver	3	2	2
Deck-Hand	4	2	4
Deck-Hand	4	2	4
Dedicated	4	1	4
Employee	**-1**	**0**	**-3**
Focused	3	0	1
Hard-Worker	4	4	4

Hard-Worker	4	4	4
Hard-Worker	4	3	3
Hard-Worker	4	2	4
Hard-Worker	4	4	4
Manager	4	3	3
Manager	4	1	4
Manager	3	2	2
Not Working	-	-	-
Professional	4	3	3
Professional	4	3	3
Professional	4	3	3
Supervisor	4	4	4
Supervisor	4	4	4
Supervisor	4	4	4
Teacher	4	-3	3
Tired	3	2	2
Truck-Driver	4	4	4
Worker	4	0	3
Worker	3	2	2
BIPPs Identity (N=14)			
Embarrassed	**-3**	**-4**	**0**
Leader	4	3	0
Listener	0	0	0
Man	3	0	1
Man	4	1	0
Man	3	1	2
Man	3	2	-3
Member	2	-3	0
Member	3	1	2
Out of Place	0	0	0
Quiet	0	0	0
Quiet	3	1	2
Quiet	0	0	0
Stranger	**-3**	**-3**	**-2**

Negative Identity Rating for Current Identity 2.8% (N=35)
Negative Identity Rating for Home Identity 0% (N=35)
Negative Identity Rating for Work Identity 3.3% (N=30)
Negative Identity Rating for BIPPs Identity 14.3% (N=14)

Number of identities reported at Time 1 N=114; number of negative identities reported N=5; 3.5 percent participants reported negative identities at Time 1.

Table 5j. Time 2 Participants Self-Reported Setting Identities and EPA Profile Ratings

Current Identity (N=25)	**E**	**P**	**A**
Christian	4	4	4
Christian	4	4	4
Christian	4	4	4
Disabled	**-3**	**-3**	**-4**
Father	4	1	3
Father	4	1	3
Father	3	3	4
Free-Spirit	4	4	4

Hard-Worker	3	3	2
Husband	4	4	4
Husband	4	1	3
Male	**-2**	**4**	**4**
Man	4	4	3
Man	4	4	4
Man	4	4	4
Man	0	-2	2
Man	3	3	2
Man	4	4	3
Man	3	3	4
Man	4	4	3
Person	4	1	-1
Person	4	1	-1
Student	3	1	3
Student	4	4	1
Home Identity (N=24)			
Boyfriend	0	0	0
Boyfriend	4	3	3
Busy	4	4	-1
Caretaker	4	2	1
Dad	4	4	4
Dad	4	4	2
Father	4	3	0
Father	4	2	1
Father	4	4	-1
Father	4	2	2
Father/Husband	4	4	2
Father/Husband	4	4	3
Husband	3	4	4
Husband	4	1	0
Husband	4	0	2
Husband	4	4	1
Husband	4	4	-4
Husband	4	4	4
Introverted	4	4	-4
Man	4	4	2
Man	4	3	3
Myself	4	4	4
Other	4	0	2
Relaxed	4	3	3
Work Identity (N=24)			
Business Man	3	4	3
Busy	4	3	3
Dedicated	4	1	4
Employee	1	1	1
Employee	3	1	3
Employee	**-1**	**0**	**-3**
Focused	3	0	1
Hard-Worker	4	4	4
Hard-Worker	4	4	0

Hard-Worker	4	4	4
Hard-Worker	4	4	4
Hard-Worker	4	3	3
Hard-Worker	4	2	4
Hard-Worker	4	4	4
Man	3	2	-3
Manager	**-4**	**4**	**4**
Manager	4	1	4
Manager	3	2	2
Professional	4	3	3
Professional	4	3	3
Teacher	4	-3	3
Tired	3	2	2
Unemployed	**-4**	**-4**	**-4**
Waiter	4	2	4
BIPPS Identity (N=13)			
Active	4	3	1
Listener	0	0	0
Man	3	2	2
Member	2	-3	0
Member	2	-3	0
Member	3	1	2
Member	4	1	0
Member	1	-4	0
Member	1	-4	-3
None	0	0	0
Quiet	3	1	2
Quiet	3	1	2
Quiet	0	0	0
Vulnerable	3	1	2

Negative Identity Rating for Current Identity 8% (N=25)
Negative Identity Rating for Home Identity 0% (N=24)
Negative Identity Rating for Work Identity 12.5% (N=24)
Negative Identity Rating for BIPPs Identity 0% (N=13)

Number of identities reported at Time 2 N=86; number negatives identities reported N=5; 5.8 percent of participants reported a negative identity at Time 2.

APPENDIX J

Qualitative Findings for Ratings for Participants Predicted Emotions and Behaviors for Time 1 and Time 2

Table 6a.Wife (2.29, 1.44, 1.53) combination (.66, .72, .79) Fight Husband (1.74, 1.41, 1.13) combination (.43, .69, .55)

Participants' Emotions	Ratings	Behavior	Rating	Participants' Partners' Emotions	Ratings	Participant's Partners' Behavior	Ratings
Outraged	.30	Confer with	.27	Nervous	.26	Discipline	.23
Alarmed	.36	Apologize to	.56	Terrified	.54	Exonerate	.56
Irate	.39	Hold	.59	Flustered	.65	Confront	.67
Furious	.47	Answer	.61	Impatient	.76	Appeal to	.70
Angry	.51	Draw near to	.74	Worried	.77	Promise something to	.74
Anxious	.81	Confide in	77	Disapproving	.90	Examine	.75
Mad	.93	Soothe	.77	Scared	.90	Exalt	.75
		Wink at	.78	Frightened	.90	Face	.76
		Nestle	.79	Jealous	.91	Train	.76
		Make up with	.79	annoyed	.98	Squeeze	.76
		Compromise with	.80			Pamper	.86

		Consult with	.81			Supervise	.86
		Eat with	.84			Reply to	.87
		Glance at	.84			Debrief	.88
		Discuss something with	.85			Sleep with	.90
		Reassure	.85			Join up with	.90
		Lunch with	.89			Desire sexually	.92
		Show something to	.89			Talk to	.92
		Photograph	.89			Correct	.96
		Look at	.90			Warn	.97
		Touch	.90			Bargain with	.97
		Remind	.93			Serve	.98
		Counsel	.93			Give instructions to	1.00
		Confess to	.94			challenge	1.00
		Sympathize with	.96				

Table 6b. Girlfriend (2.42, 1.88, 1.30) combination (.75, .97, .64) Fight Boyfriend (.71, 1.25, .81) combination (-.03, .59, .37)

Participants' Emotions	Ratings	Behavior	Rating	Participants' Partners' Emotions	Ratings	Participant's Partners' Behavior	Ratings
Outraged	.35	Confer with	.18	Nervous	.26	Discipline	.09
Alarmed	.36	Apologize to	.26	Terrified	.49	Confront	.41
Irate	.46	Confide in	.53	Flustered	.69	exonerate	.56
Furious	.48	Soother	.56	Impatient	.73	Exalt	.57
Angry	.51	Hold	.60	Worried	.78	Train	.60
Anxious	.82	Nestle	.63	Frightened	.88	Appeal to	.70
Mad	.96	Draw near to	.69	Scared	.89	Face	.71
		Counsel	.76	Jealous	.93	Promise something to	.73
		Answer	.76	Disapproving	.95	Urge on	.75
		Remind	.77	Annoyed	.98	examine	.76
		Wink at	.81	Irked	.99	Pursue	.80
		Discuss something	.81			Stop	.80

		with					
		Sympathize with	.81			correct	.83
		Consult with	.82			pamper	.84
		Make up with	.85			squeeze	.87
		Glance at	.87			rebuke	.89
		Look at	.88			Desire sexually	.90
		Touch	.89			disrobe	.91
		Reassure	.89			Chatter to	.92
		Eat with	.90			Take hold of	.92
		Confess to	.90			Reply to	.94
		Lunch with	.92			reproach	.94
		Make eyes at	.93			Talk to	.95
		Listen to	.94			Give instructions to	.95
		Excuse	.96			Bargain with	.97
		Massage	.99			Join up with	.98
		bed	.99			Quiz	.98

						challenge	.99
						question	.99
						punish	1.00
						overpower	1.00

Table 6c. Husband(1.74, 1.41, 1.13) combination (.43, .69, .55) Defend Wife (2.29, 1.44, 1.53 combination (.66, .72, .79)

Participants' Emotions	Ratings	Behavior	Rating	Participants' Partners' Emotions	Ratings	Participant's Partners' Behavior	Ratings
Merry	.34	Confess to	.15	Self-conscious	.49	Sleep with	.37
Charmed	.52	Photograph	.18	No emotion	.70	Reply to	.39
Joyful	.54	Glance to	.21	nostalgic	.79	Join up with	.40
Pleased	.54	Draw near to	.23			Appeal to	.45
Satisfied	.61	Look at	.23			Warn	.50
Optimistic	.72	Make eyes at	.24			Talk to	.50
Proud	.72	Bed	.26			Squeeze	.52
Overjoyed	.73	Address	.26			Suggest something to	.52
Cheerful	.80	Feed something to	.28			Promise something to	.54
Self-satisfied	.81	Excuse	.32			Converse with	.56
Delighted	.91	Lunch with	.35			Agree with	.57
Glad	.94	Discuss something with	.38			Guide	.57

Jubilant	.96	Answer	.42			Serenade	.58
Enthusiastic	.98	Give instructions to	.44			supervise	.62
		Pamper	.44			Face	.63
		Hand something to	.44			Instruct	.63
		Serve	.46			Desire sexually	.64
		Consult with	.47			Marry	.65
		Analyze	.48			Explain something to	.65
		Debrief	.49			Accommodate	.66
		Ask about something	.50			Touch pamper	.68 .71
		Touch	.53			Bargain with	.68
		Squeeze	.53			Discipline	.72
		Beam at	.53			Inform	.72
		Show something to	.53			Aid	.73

		Confide in	.53			Attend to	.74
		Examine	.55			Examine	.74
		Nestle	.57			Discuss something with	.76
		Promise something to	.59			caution	.76
		Remind	.59			Exoncrate	.76
		Face	.61			Consult with	.78
		Lend money to	.64			Speak to	.78
		Correct	.67			Give instructions to	.78
		Confer with	.67			Remind	.78
		Eat with	.68			Train	.78
		Apologize to	.70			Approach	.79
		Warn	.70			Amuse	.79
		Caution	.72			Reason with	.79
		Appeal to	.74			Flatter	.80
		Tell	.75			Eat with	.80

		something to					
		Disrobe	.78			Advise	.82
		Compromise with	.80			Lunch with	.83
		Concur with	.81			Ask out	.83
		Chitchat with	.81			Look at	.84
		Turn to	.81			Exalt	.84
		Groom	.81			Assist	.84
		Pay for	.82			Treat	.84
		Reassure	.82			Reassure	.86
		Wash	.83			Praise	.86
		Stroke	.83			Debrief	.86
		Exonerate	.83			Console	.88
		Observe	.84			Sing to	.88
		Reply to	.84			Serve	.90
		Nuzzle	.85			Toast	.90
		Hold	.87			Challenge	.93
		Mind	.91			Grin at	.93

		Sleep with	.92			Draw near to	.93
		Counsel	.94			Share something with	.95
		Instruct	.94			Mother	.95
		train	.95			Greet	.96
		Sit next to	.95			bed	.96
		Pet	.96				
		Talk to	.96				
		Chat with	.96				
		Indoctrinate	.96				
		Wink at	.96				
		Bathe	.96				
		Speak to	.97				
		Comfort	.97				
		Toast	.98				
		Treat	.99				

		Sleep with	.92			Draw near to	.93
		Counsel	.94			Share something with	.95
		Instruct	.94			Mother	.95
		train	.95			Greet	.96
		Sit next to	.95			bed	.96
		Pet	.96				
		Talk to	.96				
		Chat with	.96				
		Indoctrinate	.96				
		Wink at	.96				
		Bathe	.96				
		Speak to	.97				
		Comfort	.97				
		Toast	.98				
		Treat	.99				

Table 6d. Boyfriend (.71, 1.25, .81) combination (-.03, .59, .37) Defend (1.83, 2.30, 1.21) Girlfriend (2.42, 1.88, 1.30) combination (.75, .97, .64)

Participants' Emotions	Ratings	Behavior	Rating	Participants' Partners' Emotions	Ratings	Participant's Partners' Behavior	Ratings
Merry	.43	Excuse	.18	Self-conscious	.50	Sleep with	.51
Pleased	.45	Make eyes at	.27	No emotion	.58	warn	.61
joyful	.48	Confess to	.33	exasperated	.82	exonerate	.64.64
Satisfied	.52	Beam at	.39	Nostalgic	.84	Squeeze	.64
Charmed	.62	Hand something to	.39	contrite	.92	Promise something to	.67
Proud	.73	Nestle	.43			Appeal to	.67
Optimistic	.75	Bed	.44			Examine	.68
Self-satisfied	.79	Glance at	.45			Reply to	.69
Overjoyed	.83	Groom	.49			Instruct	.69
Delighted	.83	Observe	.50			Discipline	.72
Glad	.84	Nuzzle	.54			Guide	.73
Cheerful	.84	Look at	.55			Remind	.75
		Turn to	.56			Join up with	.75

		Stroke	.57			Face	.76
		Draw near to	.58			Pamper	.79
		Ask about something	.61			Touch	.80
		Bathe	.62			Explain something to	.81
		Correct	.62			Talk to	.83
		Answer	.65			Suggest something to	.83
		Pamper	.65			Discuss something with	.84
		Lunch with	.66			Converse with	.88
		Give instructions to	.66			Accommodate	.89
		Disrobe	.67			Aid	.90
		Sit next to	.67			Consult with	.90
		Examine	.68			Agree with	.91
		Show something to	.68			Look at	.92

		Tell something to	.68			Give instructions to	.92
		Indoctrinate	.69			Serenade	.93
		Discuss something with	.73			Reason with	.96
		Eye	.75			Lunch with	.96
		Pet	.77			Confide in	.97
		Confide in	.80			Train	.97
		Face	.81			Eat with	.97
		Implore	.81			Attend to	.98
		squeeze	.82			Draw near to	.99
		Promise something to	.83			Desire sexually	.99
		Consult with	.83			Console	.99
		Concur with	.84			reassure	1.00
		Confer with	.85				
		Touch	.88				
		Remind	.91				

		Apologize to	.91						
		exonerate	.92						
		Cue	.93						
		Inspect	.94						
		Question	.96						
		Appeal to	.99						

Table 6e. Husband(1.74, 1.41, 1.13) combination (.43, .69, .55) retaliate against(-1.29, .77, 1.12) Wife (2.29, 1.44, 1.53 combination (.66, .72, .79)

Participants' Emotions	Ratings	Behavior	Rating	Participants' Partners' Emotions	Ratings	Participant's Partners' Behavior	Ratings
Angry	.38	No Words in Range	99.99	Scared	.68	Heal	.36
alarmed	.39			Nervous	.84	Save	.55
Anxious	.43			Uneasy	.95	Help	.56
Mad	.54			Despondent	.98	Teach	.61
Irate	.61			Embarrassed	1.00	Propose marriage to	.64
Outraged	.64					Cheer up	.72
Hostile	.75					Educate	.73
furious	.83					Make love to	.77
Impatient	.90					Make out with	.81
aggravated	.92					Kiss	.81
						Be intimate with	.82
						Welcome	.84

						Protect	.85
						Rescue	.88
						Sexually arouse	.91
						defend	1.00

Table 6f. Boyfriend(.71, 1.25, .81) combination (-.03, .59, .37) retaliate against(-1.29, .77, 1.12) Girlfriend (2.42, 1.88, 1.30) combination (.75, .97, .64)

Participants' Emotions	Ratings	Behavior	Rating	Participants' Partners' Emotions	Ratings	Participant's Partners' Behavior	Ratings
Alarmed	.53	Nestle	.48	Nervous	.30	Discipline	.50
Mad	.62	Confer with	.51	Flustered	.62	Exonerate	.64
Anxious	.67	Answer	.53	Terrified	.68	Examine	.85
Irate	.68	Glance at	.66	Disapproving	.78	Appeal to	.92
Outraged	.79	Draw near to	.70	Impatient	.80	Promise something to	.92
Shocked	.84	Show something to	.70	Worried	.81	Confront	.94

Hostile	.86	Confess to	.72	Jealous	.93	Sleep with	.97
Angry	.97	Sit next to	.74	Embarrassed	.98	Face	.97
		Pet	.76	annoyed	.99	squeeze	.97
		Turn to	.77				
		Apologize to	.77				
		Excuse	.78				
		Bed	.79				
		Look at	.80				
		Make eyes with	.80				
		Lunch with	.81				
		Observe	.83				
		Ask about something	.86				
		Confide in	.87				
		Discuss something	.87				

		with									
		Consult with	.88								
		Hand something to	.88								
		Groom	.92								
		Gaze at	.92								
		Chitchat with	.94								
		Hold	.95								
		Give instructions to	.96								
		Bathe	.97								
		Beam at	.97								
		Touch	.98								
		Eat with	.99								

Table 6g. Remorseful(.20, -.21, -1.32)husband (1.74, 1.41, 1.13) combination (.69, .51, -.17) slaps wife (2.29, 1.44, 1.53) combination (.66, .72, .79)

Participants' Emotions	Ratings	Behavior	Rating	Participants' Partners' Emotions	Ratings	Participant's Partners' Behavior	Ratings
Furious	.29	Confer with	.97	Nervous	.20	Discipline	.34
Outraged	.39			Flustered	.61	Exonerate	.57
Irate	.46			Worried	.65	Examine	.78
Angry	.48			Scared	.69	Appeal to	.78
Alarmed	.71			Frightened	.74	Confront	.79
Hostile	.98			Jealous	.81	Promise something to	.80
				Disapproving	.89	Face	.83
				Uneasy	.91	Squeeze	.86
				Embarrassed	.91	Train	.88
				Impatient	.91	Exalt	.88
				Bitter	.93	Sleep with	.90
				Ill-at-ease	.96	Pamper	.92

				Annoyed	.98	Reply to	.92
				Afraid	.99	Debrief	.94
				Irritated	.99	Join up with	.96
						supervise	.97
						Warn	.98
						Talk to	1.00

Table 6h. Remorseful (.20, -.21, -1.32) Boyfriend (.71, 1.25, .81) combination (.20, .41, -.35) Slap Girlfriend (2.42, 1.88, 1.30) combination (.75, .97, .64)

Participants' Emotions	Ratings	Behavior	Rating	Participants' Partners' Emotions	Ratings	Participant's Partners' Behavior	Ratings
Furious	.34	No words in Range	99.99	Nervous	.31	Discipline	.62
Outraged	.34			Terrified	.52	Exonerate	.69
Irate	.38			Scared	.61	Examine	.93
Angry	.49			Worried	.71		
Alarmed	.68			Frightened	.72		

Hostile	.92			Jealous	.88		
				Uneasy	.90		
				Bitter	.94		
				Afraid	.97		
				Impatient	.97		
				Embarrassed	1.00		
				irritated	1.00		

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1991-1993 Office of Developmental Studies, Prairie View A&M University, Prairie View, TX

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"Understanding the Batterers' Perspective Through the Application of Affect Control Theory," Paper presented at Southwestern Social Sciences Association, 2012

"Explaining How to Pick a Research Topic and Apply a Social Psychological Theory," Guest Panelist, Texas Woman's University, Social Psychology, Fall 2012

"History of Domestic Violence," Guest Lecturer, Texas Woman's University, Culture, Inequality, and Self, March 2012, November 2012.

"Intimate Partner Violence and Self," Guest Lecturer, Texas Woman's University, Culture, Inequality, and Self, April 2012.

"Intimate Partner Violence Among Diverse Populations," Guest Lecturer, Texas Woman's University, Race and Ethnic Groups, November 2011.

"Natural Hair and Employment," Guest Panelist, Texas Woman's University, April 2011

"Women and Crime," Guest Lecturer, Texas Woman's University, Women's Roles, April 2011, November 2011, April 2010.

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